

Adolescent School Students And Life Skills – A Descriptive Study

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Abstract

The transition period for adolescents where they face lot of pressure from the environment and they are not having necessary skill to meet the challenges of day to day life, it becomes essential to equip life skills for their positive growth and development. School is a place where they spend most of their time in studies which has to take utmost responsibility in developing the life skills and parents also provide space for the adolescents to take decisions relating to their career and education needed for their development. Hence the current research emphasis on assessing the life skills possessed by the adolescent school students and suggest suitable rehabilitative measure to enhance the life skills. The researcher has accepted descriptive research design and for data collection the researcher has adopted systematic random sampling method. The total sample size was 700 and the researcher adopted a standardized scale named 'Life skills Assessment Scale' developed by Dr.A.Radhakrishnan Nair (2010) of RGNIYD. Data has been analyzed by using SPSS. Difference with gender and life skills, domicile and life skills and ANOVA with fathers literacy and mothers literacy with life skills have been performed. Findings and suggestions are given in this article.

Keywords: Adolescent school students, Life skills, Play Therapy, Art Therapy and Music therapy.

1. INTRODUCTION

As it was rightly quoted by Paul (1943) that the term Adolescence originated from “Adolescere”, that is a Latin word and it means “to grow”. This phase occurs of development from child hood to adulthood which is a natural phenomenon in all human beings where the adolescent shows independent nature, and there is a shift occurs from the characteristic features of childhood to a mature adolescent. He or she is starting to take responsibilities and it leads to their parents to relax from the childhood stressors (Santos, 2022). This is also the milestone were the adolescent desire to become independent as well as freedom to strive their life (Paul 1943). This period forms the basis for future life and thus bridges the space in between immature childhood to a grown up adulthood. In this new phase of life, there is a transient change occurs. So that it is one of the most crucial stages of life. In this phase of transition, the development of adolescence to adult occurs and that makes them more capable to take their responsibilities by their own means (Murthy 2016). Identity realization and also role confusion take part in this phase. Always shows a curious mind by asking questions around their world. Through that they were try to find their own identity and realize what role they have to be taken in everyday life situations. This kind of complex situations make them to adapt with the normal stresses of everyday life. The effective caring and support system exist to mold the adolescent to drive in the right path results in an unimaginable and unpredictable growth that benefit their family and society were the adolescent reside. (Sandhya khera 2012)

In the life of every adolescent there is changes occurs in their psychical, psychological as well as social aspects. These changes together to form stress and strain while meeting the life goals (Nair & Fahimirad 2019). So that, the period of adolescent also termed as “stress and storm” where the adolescents have to cope up with their physical changes, psychological changes and social changes that takes place in the environment. They have to balance their academic pressure and streamline their normal routine

activities. On the one hand, they have their parents, grand parents and siblings who impose greater expectations on them and provide them certain responsibilities to be accomplished. If they have teachers, peers and friends in the school with whom the adolescents has to interact and develop healthy relationship apart from concentrating on studies they will be more comfortable to know the life strategies (McMullen & McMullen 2018). Hence it becomes a tough task for the adolescent to fulfill these requirement. Apart from these, they often come across with mood swings due to love affair, family environment or academic pressure. All these pose a major threat for the positive development of adolescents.

The importance of Life Skills can be identified as the functional improvement in the societal life of each individual (Nair & Fahimirad 2019). It also helps the individual to realize his or her own capacities and deal the problems and challenges emerge in everyday life (Manee et al., 2015) . It can be possible through accepting the life challenges and shows positive attitude to accomplish the life goals. It also contribute to develop problem solving capacity, improve Quality of Life, enhance well-being in the physical, psychological as well as emotional aspects (Karimzadeh 2019). In the year 1997, World Health Organization has interpreted the term life skills as, “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

In the current scenario, there is immense need of support system for living in the technological world. The coping skills of the adolescent towards the problems and challenges of every day life depends up on his or her own psycho-social competencies (Saad, 2018). This turn the way to enhance life skill education as well as practicing life skills in their daily routine. The competencies included in the life skills on the basis of psychological, social and emotional aspect admit each individual to take right decision at the right time, strengthen the power of creative thinking and critical way of analysis. An important area were the essentiality of life skills can be pointed on the basis of the

development of problem solving skills, the interpersonal communication skills can also be attained through the practice of life skills. Life skills also helps in control the emotion and stress during the life circumstances. The other area were life skill assist individual to deal the problematic situation of daily life life is through empathy. These all features of life skills together to help the individual to deal a healthy life style that promote each one to be have an optimistic approach towards life. Analyzing the types of life skills, it can be based on the cognitive and social skills. Merging these two skills is necessary for developing a constructive and supportive behaviour among individual. WHO has classified Life skills into ten dimensions such as "Decision-making, Problem-solving, Creative thinking, Critical thinking, Effective communication, Interpersonal Relationship-skills, Self-awareness, Empathy, Coping with emotions and Coping with stress". Therefore it can be finalized that, life skills are very essential for acquiring the skills, knowledge and abilities needed for healthy and positive development. It is very essential for all human beings. But it is very essential for adolescents because this time period is an important milestone in once life were they undergo revolutionary changes that starts at the age of 11 and extends up-to 19 years of age. It is even more objective to quote that WHO has also framed the above said 10 dimension of life skills for upholding of positive development in adolescents. In this milestone, each adolescent shows a modified behaviour pattern by withdrawing the childhood characteristic personality and develops a new mature behaviour. The changes occurs in all the dimensions including physical, social, psychological, moralistic and religious aspects. A rapid changes can be seen in the attitude and ideology of the adolescent and it also can be reflect in their personality patterns. The changing situation in the society such as decline in joint family system, conflict with the parents, rapid industrialization and globalization, availability of more information without proper knowledge about how to utilize it and stagnant inequality in the society puts adolescents in great stress and strain.

1.2 OBJECTIVES OF THE STUDY

In this study, the researcher had focused mainly on the Sociodemographic characteristics of Adolescent School-going Students.

- To measure the level of life skills possessed by the adolescent school students and
- To provide appropriate suggestions on rehabilitative measure that enrich the life skills of school going adolescent students.

1.3 REVIEWS OF LITERATURE

Sharma S. (2003). "Measuring life skills of adolescents in a secondary school of Kathmandu : an experience". The objective of the study was to develop a standardized scale to assess life skills. This study also aims to explain the dimensions of life skills. The methodology of the study describes the cross sectional study conducted among adolescent school children and descriptive research design was used. Along with the standardized scale there is a self prepared questionnaire to be used for the data collection purpose. Another tool used by the researcher to get an accurate finding was carried out through Focus Group Discussions. There are 347 students attended the survey and about 51% of the adolescent students possess high level of life skill and the remaining 49 percentage of them were having low level of life skills. The study concluded with an inference saying that, majority of the teachers were unaware about the importance of life skills. Finding of the study pointed out that, the educational qualification of the parents of the respondents have a significant impact in the level of life skills among school going adolescent children.

Amato, Paul R. Ochiltree, Gay (1986). "Children becoming independent: An investigation of children's performance of practical life-skills". The study focused on the knowledge and attitude of children towards the practical application of 20 life skills. The age category of the study includes, children belongs to the age limit of 8 to 9 or 15 to 16 yrs and total sample size was 402. The findings of the study stressed that, the abilities of their children in

significant levels of life skills. Considering the young children, the practical application of life skills along with the competencies of applying it in the right time has a significant association with the parents support, attention from the part of parents, death of parent and also the employment were the parents working. There are other criteria have significant impact of Life skills among adolescents they are size of the family, activities carried out within the family and also the educational qualification of the parents.

Adewale, J. Gbenga (2011). "Competency level of Nigerian Primary 4 pupils in life skills achievement test". One of the goals of education in Nigeria was to develop in children the ability to adapt to their changing environment. This goal could be achieved through competency in life skills. Therefore, this study examines the competency level of Nigerian Primary 4 pupils in the life skills achievement test. The test was administered on a sample of 22,638 pupils. The results show that the competency level of the majority of the pupils in life skills is below the national benchmark (50%). Boys were more competent than girls. Pupils in urban areas are more competent than the pupils in rural.

Stewart, Charlotte G. Lewis, William A. (1986). "Effects of assertiveness training on the self-esteem of Black high school students". The study examined the impact of the training in assertiveness for assessing the behaviour of assertiveness and the role of self-esteem among black school going adolescent students. The study is a descriptive study which selected 29 male and 20 female Black adolescents (aged 16–18 yrs) students randomly and assigned to either a treatment or control condition. Treatment involved assertiveness training with regard to focusing in the right path, controlled emotional expression, disagreement, positive response towards criticism and derogation, avoiding the unwanted requests, and the way of accepting appreciations or response for a positive praise. The results show that training did not show a significant impact on self-esteem. There is significant difference was noted between males and females in their assertive responses on a written measure. Females gained in

assertiveness from pretest to post-test, whereas the male scores decreased following training. It is concluded that assertiveness training may render a progressive aid to inner-city female students but appears to have little positive effect on their male-peers.

Thote Prashant and Mathew.L (2011). “Study preference of life skills in school students”. The study was a descriptive research which attempts to investigate the preference of students about life skills. In this study, the total sample size was 132, in that there are 77 boys and 55 Girls studying IX std and Xstd by using a self prepared scale. The study revealed that there is no gender discrimination in relation to preference pattern for life skills. Findings of the study reveals that, about 58% of them shows a high level of life life skills and the remaining 42% of them posses life skills in a low level. The study also pointed out the significant association between parent education and the life skills of the adolescent children.

2. METHODS AND MATERIALS

2.1 Methods

Research design used by the researcher is descriptive in nature. It explain the respondent’s Sociodemographic characteristic features and that helps to measure the level of life skills possessed by them. The researcher has taken two private higher secondary schools in Trichy and the universe consist of 1399 adolescent students studying XI and XII standard respectively. The researcher used systematic random sampling and selected every 2nd item as respondents which comprises of 700 adolescents (Boys: 359 and Girls: 341).

2.2 Materials

The researcher prepared a self-prepared questionnaire to know the Sociodemographic data of the respondents. For collecting the data the researcher had used a standardized scale proposed by Dr.A.Radhakrishnan Nair in the year 2010 entitled ‘Life Skill Assessment Scale’. About the scale, it is a five point scale with 100 statement. The five point scale comprises of “Always true of me, Very true of me,

Sometimes true of me, Occasionally true of me and Not at all true of me". The scale incorporated both positive as well as negative statements. Another speciality of the scale is, it covers all the dimensions proposed by WHO includes "Decision making, Problem solving, Creative Thinking, Critical Thinking, Effective communication, Interpersonal Relationship, Self-awareness, empathy, coping with emotions and coping with stress". The scoring pattern mentioned in the five point scale for the negative statement is as follows;

- ✓ Not at all true of me –1.
- ✓ Occasionally true of me – 2
- ✓ Sometimes true of me - 3
- ✓ Very true of me- 4
- ✓ Always true of me – 5

For the positive statement the scoring pattern will be in a reverse order. For assessing the low and high level, the researcher also used Median Test and it can be helpful to categories the dimensions in each level. The reliability co-efficient under Split half method was found to be 0.82.

3. RESULTS AND DISCUSSION

3.1 Sociodemographic Variables

It is inferred from table 1 that with regard to gender, there are 51 percentage of the adolescent school going students are male and about 49 percentage of them are female. While considering the domicile, majority of the respondents around 91 percentage are residing in urban area and only 9 percentage of the adolescent school going students lives in rural area. About the educational background of the fathers of the respondents, there are 44 percentage of them were completed their higher secondary and fathers who were completed high school education are of 36 percentage, under graduate fathers are of 12 percentage, fathers those who were studied post graduation are 4 percentage and the remaining 4 percentage of them were illiterate. Considering the mothers of the respondents in terms of their educational qualification, there are 47 percentage of them

were completed their schooling and about 40 percentage were fulfilled their higher secondary education, Under graduate are of 8 percentage, only 4 percentage of the mothers have completed Post Graduation and 1 percentage of the respondents mothers are illiterate.

Table 1: Respondents Sociodemographic Details

Sl.No	Attributes	Respondents in number	Respondents in Percentage
1	Gender		
	Male	359	51
	Female	341	49
2	Domicile		
	Rural	65	9
	Urban	635	91
3	Education Qualification of Father		
	High School	252	36
	Higher Secondary school	305	44
	Under Graduation	83	12
	Post Graduation	29	4
	Illiterate	31	4
4	Education Qualification of Mother		
	High School	326	47
	Higher Secondary school	279	40
	Under Graduation	58	8
	Post Graduation	29	4
	Illiterate	8	1

3.2 Levels of Life skills in various dimensions.

About the level of decision making ability, table no. 3 depict there are 54 percentage of the school going adolescent students shows a high level in making decisions and the remaining 46 percentage of the students possess a low level in making appropriate decisions. In relation with the ability in problem solving, half of the respondents shows a low level in solving their problems and the other half have a high degree in solving their problems.

Considering the dimension of creative thinking, about 53

percentage of the adolescent school going students shows a greater degree of having creative thinking and the remaining 47percentage shows low level in the dimension of creative thinking. With respect to the dimension of critical thinking, there are 49 percentage of the respondents shows a low level of having critical thinking and 51 percentage of the remaining adolescent posses high level of skill in think critically.

In this study, the researcher had found about 54 percentage of the respondents have a very low level of effective communication while considering the life skill dimension of effective communication. On the other hand about 46 percentage of the male and female respondents of the study shows a high level in the domain of effective communication. Considering the domain of interpersonal skills, low level was reported among 46 percentage of the study respondents. About 54 percentage of the respondents are having a great degree of interpersonal skills.

The researcher also identified the study proposed by Jones and Martin in the year 2009, explains the importance of interpersonal skills in the life of each individual and they have also mentioned that “social skills, respect, leadership, family interactions and communication” are the skills we can attain while practicing the interpersonal skills. They have also quoted the skills included in personal skills. They are “self-organization, discipline, self-reliance, goal setting, managing performance outcomes and motivation”.With regard to self awareness, majority (73 percentage) of the respondents have a greater self awareness and about 27 percentage of the respondents are experiencing self awareness in a low level.

As far as empathy is concerned, exact half of the respondents shows empathetic skill in a low level and the other half have a high degree of empathy. Regarding coping with emotions, the respondents those who have a low coping with emotional skill are of 54% and the remaining respondents (46 percentage) who were participated the study shows of the respondents have high level of coping with emotional skill.

Regarding coping with stress, respondents that are of 53 percentage shows a skill of coping with stress in a low level. The remaining 47 percent of the respondents shows a high level of skill in coping the stress. Considering the life skills as a whole, around 58 percentage of them have high level of life skills and there are 42 percentage of the remaining respondent shows a low level of life skills.

The researcher had found a study proposed by Sharma in the year 2003, that is consistent with the above statement. The consistency of the study can be identified through the statement of more than half, about 51% of the adolescents had high level of life skills and 49% of the adolescents had low level of life skills. This study is consistent with another study made by Thote Prashant and Mathew (2011) which reveals that 58% of the adolescents had life skills in a greater level and about 42percentage of the adolescents school going students a less degree of life skills.

Table 2; RESPONDENTS IN RELATION WITH VARIOUS DIMENSIONS OF LIFE SKILLS

S. No	Dimensions of life skills	No. of Respondents (N=700)	Percentage
1.	Decision Making Low High	320 380	46 54
2.	Problem Solving Low High	351 349	50 50
3.	Creative Thinking Low High	327 373	47 53
4.	Critical Thinking Low High	340 360	49 51

5.	Effective Communication Low High	379 321	54 46
6.	Interpersonal Relationship Low High	325 375	46 54
7.	Self Awareness Low High	191 509	27 73
8.	Empathy Low High	349 351	50 50
9.	Coping with Emotions Low High	376 324	54 46
10.	Coping with Stress Low High	374 326	53 47
11.	Overall Level of Life skills Low High	291 401	42 58
Total		700	100

3.3 Z test between Gender of the Respondent in relation with various attribute of Life Skills.

From the table it can be derive that there is an evident difference between both male and female participants of the study with regard to the life skills found among the respondents in the dimensions namely decision making ($Z=6.763$, $P<0.05$), problem solving (Z is equal to 5.882 , P value is less than 0.05), the dimension creative thinking Z is equal to 6.615 , P value is less than 0.05 , in relation with the dimension of critical thinking (Z is equal to 8.784 , P value is less than 0.05), the dimension of life skill namely effective communication Z is equal to 5.053 , P value is less than 0.05 , the another dimension called interpersonal relationship Z is equal to 7.460 , P is less than 0.05 , dimension self awareness Z is equal to 8.126 , P value is less than 0.05 , one important area that is, empathy Z is equal to 5.679 , P value is less than

0.05, other dimension coping with emotions Z is equal to 5.869, P value is less than 0.05, another one coping with stress Z is equal to 4.110, P value is less than 0.05 and finally the whole life skills Z is equal to 8.532, P value is less than 0.05.

It can be further inferred from the mean value that the male respondents shows a greater degree of life skills when compared with the female respondents with respect to the life skill dimensions include, capacity of decision making, critical and creative thinking and finally the effective communication skills.

The study reveals that, it is consistent with the study proposed by Stewart, Charlotte G. Lewis, William (1986) which reveals that there were significant differences found between male and female in their assertiveness. It is also consistent with the study made by Adewale, J. Gbenga (2011) which reveals that boys have high level of life skills than girls.

Table 3 'Z' TEST : Gender of the Respondent in relation with various attribute of Life Skills

S.No	Respondents Gender	N	Mean	SD	Statistical Inferences
1	Decision making Male Female	359 341	33.23 30.07	5.42 6.80	Z=6.763 P<0.05 Significant
2	Problem Solving Male Female	359 341	25.42 22.86	5.40 6.17	Z=5.822 P<0.05 Significant
3	Creative Thinking Male Female	359 341	25.01 22.25	5.23 5.79	Z=6.615 P<0.05 Significant
4	Critical Thinking Male Female	359 341	34.79 30.29	6.67 6.91	Z=8.748 P<0.05 Significant
5	Effective Communication Male Female	359 341	26.36 24.41	4.35 5.71	Z=5.053 P<0.05 Significant

6	Interpersonal Relationship				Z=7.460
	Male	359	35.20	6.10	P<0.05
	Female	341	31.31	7.56	Significant
7	Self Awareness				Z=8.126
	Male	359	33.42	5.88	P<0.05
	Female	341	29.60	6.51	Significant
8	Empathy				Z=5.679
	Male	359	33.40	5.88	P<0.05
	Female	341	30.67	6.80	Significant
9	Coping with Emotions				Z=5.869
	Male	359	31.36	5.37	P<0.05
	Female	341	28.75	6.33	Significant
10	Coping with Stress				Z=4.110
	Male	359	21.74	5.32	P<0.05
	Female	341	20.05	5.52	Significant
11	Overall level of Life Skills				Z=8.532
	Male	359	299.96	38.08	P<0.05
	Female	341	270.30	52.37	Significant

3.4 Z Test between domicile of the Respondent in relation to various attribute of Life Skills

The above table clearly indicate that, there is fundamental difference between background of the respondents like, rural or urban in relation with the life skills found among the respondents in the dimensions namely decision making Z is equal to 2.099, P value is less than 0.05, in the dimension of problem solving Z is equal to 3.267, value of P is less than 0.05, for the dimension of creative thinking Z is equal to 2.218, P value is less than 0.05, the self-awareness of life skill dimension also shows Z equal to 2.812, value of P is less than 0.05, the dimension of empathy Z is equal to 3.978, P value is less than 0.05, the life skills dimension coping with emotions Z equal to 3.287, P value is less than 0.05, the final dimension added in the life skills that is, coping with stress Z equal to 2.134, P value is less than 0.05 and at last the whole life skills, Z is equal to 2.885 P value is less than 0.05.

The study also explain the mean value of the respondents those who are residing in the urban area have an advanced level of life skills when compared to the respondents residing in the rural area. This has been

identified in terms of the life skill dimensions such as the capacity of decision making, critical and creative thinking and finally the effective communication skills.

These findings leads to interpret the consistency of the study in relation with the a study proposed by Adewale, J.Gbenga in the year 2011. They have highlighted through the study that, when comparing the urban and rural adolescents, students of urban area is more competent than the adolescent students living in the rural area. From the above table it is also identified that, there is no remarkable difference between the rural and urban background of the respondents with regard to life skills found among the respondents in the dimensions namely critical thinking ($Z=0.837$, $P>0.05$), effective communication ($Z=1.931$, $P>0.05$), and interpersonal relationship ($Z=1.863$, $P>0.05$).

Table 4 'Z' TEST; Domicile of the Respondent in relation to various attribute of Life Skills

S. No	Domicile of the Respondents	N	Mean	SD	Statistical Inferences
1	Decision making	65	29.98	6.94	Z=2.099 P<0.05 significant
	Rural Urban	635	31.86	6.24	
2	Problem Solving	65	21.95	5.73	Z=3.267 P<0.05 Significant
	Rural Urban	635	24.40	5.90	
3	Creative Thinking	65	22.21	5.53	Z=2.218 P<0.05 Significant
	Rural Urban	635	23.81	5.67	
4	Critical Thinking	65	31.80	8.30	Z=.827 P>0.05 Not Significant
	Rural Urban	635	32.68	7.02	
5	Effective Communication	65	24.27	4.98	Z=1.931 P>0.05 Not significant
	Rural Urban	635	25.53	5.15	

6	Interpersonal Relationship Rural Urban	65 635	31.69 33.47	7.37 7.08	Z=1.863 P>0.05 Not significant
7	Self Awareness Rural Urban	65 635	29.24 31.80	7.04 6.38	Z=2.812 P<0.05 Significant
8	Empathy Rural Urban	65 635	29.01 32.38	6.52 6.40	Z=3.978 P<0.05 Significant
9	Coping with Emotions Rural Urban	65 635	27.60 30.34	6.47 5.89	Z=3.287 P<0.05 Significant
10	Coping with Stress Rural Urban	65 635	19.55 21.06	5.41 5.47	Z=2.134 P<0.05 Significant
11	Overall Life Skills Rural Urban	65 635	267.33 287.38	53.95 46.92	Z=2.885 P<0.05 significant

3.5 ANOVA : Educational Qualification of Fathers of Respondents in relation with Dimensions of Life Skills

The above table-5 represent that, there is significant relationship in between the educational qualification of the respondents in association with the level of life skills acquired by adolescent school going children. Here this significant relationship is mainly in terms of the dimension of critical thinking ($F=4.822$, $P<0.01$), effective communication ($F=4.453$, $P<0.01$), in the dimension of interpersonal relationship the F is equal to 2.322, when the value of P is less than 0.05, in the case of self awareness F is equal to 4.267, when P is less than 0.01 and the level of life skill as a whole is calculated as $F=3.638$, when P is less than 0.05.

On the other hand the mean value bring out the respondents whose fathers are illiterate have high level of life skills in the dimension namely critical thinking, interpersonal relationship, self awareness and overall life

skills and the respondents whose fathers have studied Post Graduation have high level of effective communication.

It can be further inferred that the present study of adolescent school going students is accordant with the work proposed by Thote Prashant and Mathew (2011) and Amato Paul (1986) which reveals that parent's educational qualification has a significant impact in the life of adolescent school going students in terms of increasing Life Skills.

The above table indicate that, there is no fundamental relationship between the different educational background of the fathers of the respondent in relation to life skills found among the respondents in the dimensions namely decision making ($F=1.771$, when P value is greater than 0.05, in the problem solving the F is equal to 2.482, when P value is greater than 0.05, The other dimension called creative thinking F is equal to 2.948, and the value of P is greater than 0.05, in the dimension of empathy F is equal to 1.220, when value of P is greater than 0.05, in the case of coping with emotions F is equal to 2.532, value of P is greater than 0.05 and coping with stress ($F=0.692$, $P>0.05$).

Table 5 One Way Analysis; Educational Qualification of Fathers of Respondents in relation with Dimensions of Life Skills

S. No	Educational Qualification of Fathers of the Respondents	Df	SS	MS	Mean	Statistical Inferences
1	Decision Making Between Groups Within Groups	4 696	283.11 27767.85	70.77 39.95	G1 =31.38 G2 =31.62 G3 =31.40 G4 =33.67 G5 =34.09	$F=1.772$ $P >0.05$ Not Significant
2	Problem Solving Between Groups Within Groups	4 696	345.78 24206.95	86.44 34.83	G1 =23.80 G2 =24.08 G3 =23.98 G4 =26.41	$F=2.483$ $P >0.05$ Not Significant

					G5 =26.45	
3	Creative Thinking Between Groups Within Groups	4 696	376.11 22168.55	94.02 31.89	G1 =23.26 G2 =23.63 G3 =23.39 G4 =25.24 G5 =26.54	F = 2.948 P > 0.05 Not Significant
4	Critical Thinking Between Groups Within Groups	4 696	965.32 34784.67	241.33 50.05	G1 =31.98 G2 =32.30 G3 =33.16 G4 =34.31 G5 =37.45	F = 4.822 P < 0.01 Significant
5	Effective Communication Between Groups Within Groups	4 696	463.80 18098.55	115.95 26.04	G1 =24.63 G2 =25.50 G3 =25.91 G4 =27.82 G5 =27.35	F = 4.453 P < 0.01 Significant
6	Interpersonal Relationship Between Groups Within Groups	4 696	467.72 35005.72	116.93 50.36	G1 =32.81 G2 =33.26 G3 =33.12 G4 =35.44 G5 =36.25	F=2.322 P <0.05 Significant
7	Self Awareness Between Groups Within Groups	4 696	704.20 28671.77	176.05 41.25	G1=31.23 G2=31.22 G3=31.54 G4=34.00 G5=35.45	F =4.267 P<0.01 Significant
8	Empathy Between Groups Within Groups	4 695	205.23 29231.75	51.30 42.06	G1 =31.48 G2 =32.32 G3 =32.14 G4 =32.55 G5 =33.80	F = 1.220 P > 0.05 Not Significant
9	Coping with emotions Between Groups Within Groups	4 696	361.30 24789.65	90.32 35.66	G1 =29.53 G2 =30.28 G3 =29.83 G4 =30.65 G5 =32.96	F=2.532 P >0.05 Not Significant

10	Coping with Stress Between Groups Within Groups	4 696	83.54 20969.13	20.88 30.17	G1 =20.88 G2 =21.15 G3 =20.12 G4 =20.51 G5 =21.45	F = 0.692 P > 0.05 Not Significant
11	Overall life Skills Between Groups Within Groups	4 696	32929.76 1572896.95	8232.44 2263.16	G1 =281.01 G2 =285.40 G3 =284.64 G4 =300.24 G5 =311.84	F = 3.638 P < 0.05 Significant

"G1= Secondary School, G2=Higher Secondary Level,G3=Under Graduation, G4=Advanced degree, G5=Illiterate"

3.6 ANOVA Test of the Educational Qualification of the Mothers of the Respondent in relation with attribute of Life Skills.

The table number-6 depict that, there is significant relationship between the educational background of the mothers of each respondents in connection with life skills found among the respondents in the dimensions namely decision making (F=3.549, P<0.05), creative thinking (F=2.176, P<0.05), critical thinking (F=3.654, P<0.05) and effective communication (F=2.250,P<0.05). The test results indicate that, the mothers of the respondents those who were completed Post Graduation shows high rate of level of life skills. The dimensions of life skills that accompanying to state the same fact include, the capacity of decision making, critical and creative thinking and finally the effective communication skills.

It is further inferred that, a study made by Sharma.S in the year 2003 revealed that there is a significant association between the educational qualification of the mother in connection with the high level of life skill among their adolescent child. So the present study is consistent with the study proposed by Sharma.

The above table shows that, there is no significant relationship in connection with the educational qualification

if the mothers of the respondent specially with the problem solving dimension of Life skills. For the problem solving dimension F is equal to 2.532, here the P value is greater than 0.05. The another dimension called interpersonal relationship here F is equal to 1.895, and P value is greater than 0.05. In the Life skill dimension of self awareness $F=2.775$, $P>0.05$, The dimension empathy also shows that $F=2.623$, ($P>0.05$) Coping with emotions is the another value tested and it shows $F=0.763$, $P>0.05$. Finally coping with stress got $F=0.765$, $P>0.05$). From the table we can identify that, the overall life skills $F=2.954$, when P value is greater than 0.05.

Table : 6 One Way Analysis ; Educational Qualification of the Mothers of Respondents in relation with Dimensions of Life Skills

S. No	Educational Qualification of Mothers of Respondents	Df	SS	MS	Mean	Statistical Inferences
1	Decision Making Between Groups Within Groups	4 696	561.55 27489.40	140.38 39.55	G1 =31.64 G2 =31.39 G3 =31.24 G4 =35.93 G5 =32.25	$F=3.549$ $P <0.05$ Significant
2	Problem Solving Between Groups Within Groups	4 696	352.62 24200.11	88.15 34.82	G1=24.17 G2 =23.73 G3 =24.53 G4 =27.03 G5 =26.75	$F=2.532$ $P >0.05$ Not Significant
3	Creative Thinking Between Groups Within Groups	4 696	278.81 22265.95	95.66 50.49	G1 =23.62 G2 =23.24 G3 =24.72 G4 =26.03 G5 =24.12	$F=2.176$ $P <0.05$ Significant
4	Critical Thinking Between Groups Within Groups	4 696	736.31 35013.68	184.07 50.37	G1 =32.51 G2 =32.22 G3 =32.17 G4 =37.27 G5 =35.12	$F = 3.654$ $P < 0.01$ Significant

5	Effective Communication Between Groups Within Groups	4 696	237.31 18325.05	59.32 26.36	G1 =25.05 G2 =25.37 G3 =26.56 G4 =27.37 G5 =26.25	F = 2.250 P < 0.05 Significant
6	Interpersonal Relationship Between Groups Within Groups	4 696	382.66 35090.68	95.66 50.49	G1 =33.03 G2 =33.12 G3 =33.96 G4 =36.62 G5 =34.12	F = 1.895 P > 0.05 Not Significant
7	Self Awareness Between Groups Within Groups	4 696	461.72 28914.28	115.43 41.60	G1= 31.43 G2=31.18 G3=32.00 G4=34.72 G5=35.37	F = 2.775 P>0.05 Not Significant
8	Empathy Between Groups Within Groups	4 695	437.71 28999.47	109.42 41.72	G1 =31.94 G2 =31.64 G3 =32.96 G4 =35.03 G5 =35.25	F = 2.623 P > 0.05 Not Significant
9	Coping with emotions Between Groups Within Groups	4 696	109.91 25041.48	27.47 36.03	G1 =29.90 G2 =29.98 G3 =31.31 G4 =30.65 G5 =30.37	F = 0.763 P > 0.05 Not Significant
10	Coping with Stress Between Groups Within Groups	4 696	92.26 20960.41	23.06 30.15	G1 =20.81 G2 =20.91 G3 =21.37 G4 =21.93 G5 =18.50	F = 0.765 P > 0.05 Not Significant
11	Overall life Skills Between Groups Within Groups	4 696	26848.16 1578978.56	6712.03 2271.91	G1 =284.14 G2 =282.84 G3 =290.86 G4 =312.62 G5 =298.12	F = 2.954 P > 0.05 Not Significant

G1= High School, G2=Higher Secondary,G3=Under Graduation,G4=Post Graduation, G5=Illiterate

3.7 DISCUSSION

Since adolescent school students have low level of life skills, it becomes essential to enhance their life skills through suitable rehabilitative measures in school such as play

therapy through which teachers can explore the hidden leadership ability, enhance their decision making capacity and also enrich their problem solving ability of the adolescent students and art therapy in order to enrich their creative thinking and bring out new ideas and innovations and enable the adolescent students to participate in the essay writing competition, elocution and story telling which will pay way for imagination and creativity and develop their communication skill . The adolescent students can be encouraged to bring out videos and short film on their subject related areas which will encourage them to picturize their emotions. They have to attend workshops on personality development to understand their own personality trait and their strength and weaknesses. At home, the parents should encourage the adolescent to take up music therapy for get relief from the every day stress of normal life. For the school going students it is essential to come out of the academic stress they may face during their studies.

4. CONCLUSION

The study is very relevant in the current scenario to measure the level of life skills among school going adolescent students and it also suggest suitable rehabilitative measures to enrich their life skills and promote positive outlook towards life. With these rehabilitative measures, the adolescent students can develop their life skills and promote their psycho-social well being. This will in-turn help them to become responsible citizens of the nation and contribute for societal development.

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