

## IMPACT OF LIFE SKILLS EDUCATION FOR RURAL ADOLESCENT HIGH SCHOOL BOYS

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### ABSTRACT

Life skills refers to liabilities for adoptive and positive behaviour that enables an individual to deal effectively with the demands and challenges for everyday life, like coping with difficulties they face in their personal, emotional and social development. Life skills education aims at providing deeper understanding of the life skills especially in the case of adolescent boys. The major objective of the present study is to study the level of awareness on life skills among rural adolescent boys and to implement the intervention and know its impact on adolescent boys. The study was carried out in the coastal area school in the Nellore district. A sample of 30 boys in the age group of 13 – 15 years studying in eighth and ninth class constituted the sample. Random sampling technique was used for the study. The tool consisted of general information and a standardized 113 items life skills scale developed by Bharath et.al (2003) NIMHANS, Bangalore was used. Results of the study reveal that Intervention based research conducted among rural adolescent boys on problem solving skills and empathy proved to be more useful in laying foundation for proper growth and development of personality of adolescent boys.

**KEY WORDS** :*Life skills, Adolescents , Intervention*

### 1.0 INTRODUCTION

Adolescent is a distinct and an important period in the life cycle of an individual. Adolescence literally means growth but as the term used in biology and psychology, it defines the period of human development from the beginning of puberty to the end of the maturation process. This period extends from thirteen to twenty one years of age. Adolescence is therefore an important development stage as it has both immediate and long term effects on attitude and behaviour of an individual. It is also a time when physical and psychological maturation growth in psycho-social and psycho-sexual spheres of life that are marked by accomplishment of their specific tasks namely surrender of childhood, dependence on parents, identity formation with respect to sexual, intellectual and moral dimensions.



Adolescents have many needs and problems, sex needs, need for acquiring knowledge, need for vocation, need for security, need for freedom etc. Adolescence is complicated and some times difficult time of life, both for the adolescents themselves and their parents and the changes that take and be amazing. Adolescent therefore, have very special and distant need. This should be understood and appreciated by parents as well as by educational fraternity, because, it is in these two institutions that the individual spends the most formative years of life. India has a 40 crore youth population in the age group of 13-35 years of which 236.5 million are adolescents (census 2011). These adolescents are caught in the complex web of globalization and are experiencing the imperative to identity and address the needs of adolescents and enable them to realize their potential and empower them to accomplish their goals in life skills education. Life skills are essentially those abilities that promote mental well being and competence in young people as they face the realities of life. WHO (1997) has identified the important core life skills include, communication skills, problem solving, creative thinking, critical thinking, decision making, interpersonal relationship, self awareness, empathy, coping with emotions, and coping with stress. In short life skills empower young people to take positive actions to protect themselves and to promote health, positive social relations for successful professional career and whole some life.

### **1.1 OBJECTIVES**

To study the level of awareness on life skills among the rural school going adolescent boys.

To implement intervention of life skills and know its impact among the rural school going adolescent boys.

### **1.2 METHODOLOGY**

The study was carried out in the coastal area school in the Nellore district. A sample of 30 boys in the age group of 13 – 15 years studying in eighth and ninth class constituted the sample. Random sampling technique was used for the study. The tool consisted of general information and a standardized 113 items life skills scale developed by NIMHANS, Bangalore was used to assess the level of awareness on life skills among the rural school going boys. Intervention for life skills were given and a post test was carried out to know its impact among the boys. The results were tabulated

### **2.0 RESULTS AND DISCUSSION**

The pre test results indicated a low score in the areas of problem solving skills and empathy. To overcome the above mentioned skills the boys were given regular interventions by



developing modules on the skills like problem solving skill and empathy. After completion of the intervention on the modules developed on the respective skills the same tool with 113 items was administered as part of post test and the results are given in the table.

**Table 1 Shows the scores obtained for Life skills (problem solving and empathy) in pre test and post test of the sample adolescent boys**

S.No	Life Skills Education (Problem solving and Empathy)	Age in Years	Sample (Boys )	Scores Obtained
1.	Pre test	13 -15	30	4907
2.	Post test	13 -15	30	7417

Table-1

Bivariate analysis was conducted on the score obtained before and after intervention on the two skills. The score obtained from all respondents before intervention are 4907 and the score obtained after intervention was 7417 and it may be concluded that there is improvement in the life skills education after regular modular level intervention among the respondents.

### 3.0 CONCLUSION

The intervention based study conducted on life skills education for rural adolescent boys proved that there is improvement in the life skills education in the areas of problem solving skill and empathy. 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. Thus, it would be important for life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer or teacher to enhance the mental health of students, and equip them with better adapted skills to face the challenges of present competitive world.

### 4.0 REFERENCES

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