
IDENTIFYING COMPONENTS OF LIFE SKILLS FOR ADOLESCENT STUDENTS

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ABSTRACT

The present study focuses on identifying components of life skills according to school going adolescent students. The sample consisted of 24 secondary school teachers of SSC, CBSE, ICSE and IGCSE from Pune city. Survey method was adopted for the study. The purposive sampling method was used for the selection of the teachers. Finding of the study revealed that, on the basis of the teacher's survey researcher selected 80 components i.e. per life skills 8 components.

Keywords: Life Skills, Adolescent Students

INTRODUCTION

Adolescence is a critical period in which individuals develop various life skills that are essential for their personal, academic, and professional success. Life skills such as communication, decision-making, problem-solving and self-awareness are crucial for adolescents to navigate the challenges of this stage of development and to achieve their goals. Therefore, assessing and developing life skills in adolescents are crucial for their overall well-being and success. World Health Organization (WHO) as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". WHO and UNICEF agree that life skills are generally applied in various aspects of life such as in the context of health and related problems. It can be utilized in many content areas, issues or topics such as preventions of drug abuse, sexual violence, teenage pregnancy/HIV/STDs prevention etc.

Life Skills and overview: The major core areas of life skills suggested by WHO were self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, interpersonal relationships, effective communication, coping with stress, coping with emotions

THEORETICAL BACKGROUND

The theoretical background of life skills refers to the underlying concepts, theories, and frameworks that inform the development and understanding of life skills. Life skills are a set of abilities that enable individuals to effectively manage various aspects of their daily lives, such as personal relationships, work, and finances.

There are several theories and frameworks that contribute to the theoretical background of life skills, including:

Sr. No.	Theory	Application of Theory
1.	Erikson's Psychosocial Theory:	According to Erikson, adolescents go through a stage of development called identity vs. role confusion. During this stage, adolescents focus on developing a sense of self

		and a sense of purpose. Developing life skills such as decision-making, problem-solving, and goal-setting can help adolescents establish a sense of identity and purpose.
2.	Gardner's multiple intelligence theory	Gardner's multiple intelligence theory suggests that individuals possess different types of intelligences, including linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence. These intelligences are not only applicable to academic or intellectual pursuits, but also have practical applications in everyday life, including life skills.
3.	Piaget's Cognitive Developmental Theory	Piaget's theory proposes that adolescents undergo a period of cognitive development that allows them to think more abstractly and hypothetically. Adolescents can use these cognitive abilities to develop life skills such as critical thinking and creative problem-solving.
4.	Social cognitive theory by Bandura (1986)	Social cognitive theory, developed by psychologist Albert Bandura, proposes that individuals learn by observing others, as well as through direct experiences and personal agency. This theory can be applied to the development of life skills, which are the abilities and competencies necessary to effectively navigate various life situations
5.	The Problem Behavior Theory by Richard Jessor.	The Problem Behaviour Theory (PBT) is a theoretical framework that explains how certain behaviours may develop into problems or risks that can negatively impact an individual's life. PBT can also be applied to the development of life skills.

NEED AND IMPORTANCE OF THE STUDY

Life skills are important factors of every individual. Adolescents are a period of storm. NEP 2020 has also emphasized on life skills education.

REVIEW OF LITERATURE

Verma, Sonal (2007) used a quasi - experimental non-equivalent control group design to develop and implement a context specific life skills program for 13-14 years old school going urban adolescents. Based on the needs assessment involving 40 individuals, a tool was designed and administered to assess the life skills of the adolescents. Using cluster sampling, 260 adolescents and four teachers were identified from two schools in Udaipur, Rajasthan. A manual for imparting life skills was designed. The researcher **Prawit, Erawan. (2010)** developed the Life skill scale through mixed methods of research for the adolescents.



The life skills scale through this research is developed based on principles of theory as well as empirical data investigation. For the construction of scale, the experts are invited for panel are ones with field experience of developing life skills of students or any experiences concerned with promoting life skills of students from all over regions of Thailand. **Dr. R. Subasree, Dr. A. Radhakrishnan Nair (2014)** conducted a study to develop a scale for the assessment of the life skills. The purpose of this study was to develop a valid, reliable scale to measure life skills. the primary phase involved the conceptualization and operationalization of life skills supported the review and identifies the research gaps. Similar questionnaires, scales were reviewed, supported that the things were framed for the tool. within the second phase, Face and content validity were assessed by a panel of experts, data collection (N= 890) was allotted extensively to determine reliability and validity for the Life Skills Assessment Scale. Using Cronbach's coefficient alpha, test retest, split half reliability methods the interior consistency was assessed for the tool. After item analysis and construct validity assessment, the test items showing weak indicators were eliminated in an exceedingly step wise fashion until the reliability coefficient peaked.

OBJECTIVE

To identify the components of a Self-Assessment life skills rubric

RESEARCH QUESTION

What are the components of life skills for adolescent students?

METHOD

Researcher has used survey method of descriptive research.

POPULATION

Population for the present study was all the secondary teachers who are teaching in 8th and 9thstd.

SAMPLE

The sample consisted of 24 secondary school teachers of SSC, CBSE, ICSE and IGCSE from Pune city. Survey method was adopted for the study. The purposive sampling method was used for the selection of the teachers.

TOOLS FOR DATA COLLECTION

Researchers have used opinionnaire for secondary school teachers.

DATA ANALYSIS

The data obtained was analysed using percentage.

PROCEDURE

A Critical study of the existing literature: Literature on Test Construction, literature on life skills was studied thoroughly. The literature included standardized test of Life skills, all available books i.e. CBSE Life Skills Teachers Manual, various magazines, journals and reviews were tapped and studied thoroughly to identifying the life skills components of secondary school students.

After the critical study of similar tests, the components of life skills were decided. Total 100 components (Per life skills 10 component) were prepared for ten Life Skills and



these components were given to the 28 secondary school teachers from various boards in Pune city. The components on which there was no consensus of opinion about secondary teachers for specific components were eliminated.

FINDINGS

On the basis of the percentage of the components of life skills, researcher selected 80 components i.e. per life skills 8 components for framing statements (descriptors) for rubric.

CONCLUSION

The study has identified 80 components i.e. per life skills 8 components. Which will be useful for developing life skills programme, framing statements (descriptors) for rubric and scale to assess life skills of adolescent students?

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