CHAPTER 8

FINDINGS

1. The need to determine life skill preferences of adolescents
2. The reflection of present curriculum on the life skill preferences of adolescents
3. Impact of the socio-economic status on the life skill preferences of adolescents
4. Impact of the age on the life skill preferences of adolescents
5. Impact of gender on the life skill preferences of adolescents
6. Identification of life skill preferences by adolescents
7. Importance of interpersonal relationships in adolescents
CHAPTER 8

FINDINGS:

During the survey & data collection some useful insight were obtained. Most of the important findings are encapsulated as below:

1. The need to determine life skill preferences of adolescents.

The research has clearly shown that the opinion of the adolescents, who are also students in various colleges in Mumbai, is important and essential. In order for this learning area to be valued by students, they should be consulted to determine their life skill needs. If the curriculum were to become more aligned to the adolescents’ specific needs (by taking their input), it would probably encourage the students to assume ownership of the curriculum. Therefore the cognizance of the adolescents should therefore be taken.

2. The reflection of present curriculum on the life skill preferences of adolescents.

The research shows that the national and state curriculum has integrated life skills for adolescence. Since life skills are generic by nature, an educational intervention aimed at development of ability to apply them has been designed and operationalized differently for different contexts. Relevant and age appreciate contents have been focused on. Care has been taken to see that the learner is no longer a passive recipient of information but an active participant. Their views have also been taken in to consideration.

The statistical data further showed that these adolescents more than 50% of the respondents exhibited a skill score of above 76% and none of the respondents exhibited scores below 25%. Since these respondents have already been exposed to this integrated curriculum in their schools. A few skills like social interaction and maintaining interpersonal relationships have found to prioritized low which need to be addressed seriously.
3. **Impact of the socio-economic status on the life skill preferences of adolescents:**
The research showed that there was a significant difference in the life skill preference adolescents across the three socio-economic strata. The respondents from the lower SES which comprised about 41.80% of the total respondents scored a mean of 72.2374 which was much lower than the 80.5075 scored by the 156 (29.90%) respondents from the higher SES. The respondents from the middle SES scored a mean of 77.743 in their total skill scores. Thus it is clearly seen that students/adolescents from different SES differed in their skill scores. Higher the SES, higher the skill scores.

4. **Impact of the age on the life skill preferences of adolescents:**
The research showed that there was no noteworthy difference in the total skill score preferences of adolescents of different ages, ranging from 14 years to 19 years. The mean scores hardly showed any difference across ages. The non-parametric correlations showed r=0.016, sig (1 tailed) was 0.360 which showed that skill score preferences are not significantly correlated with age. The research hence shows that age does not impact life skill preferences of adolescents, probably because these skill get establishes at a lower age, which makes it all the more important to train students in primary school itself.

5. **Impact of gender on the life skill preferences of adolescents:**
The research showed that there was a significant difference in the life skill preferences of male and female adolescent students. Asymp. Sig. (2 tailed) value was p=0.016 which is < 0.05, shows that there is a considerable difference in the life skill preferences of males and females. The research further shows that females have a higher skill score than males.

6. **Identification of life skill preferences by adolescents:**
The research showed that adolescents are capable of identifying their life skill preferences. All the core life skills have been covered in the questionnaire and the correlation ranged from 0.271 to 0.460. Statistically when the correlation is above 0.2, the question /skill is accepted. This correlation table proves that adolescents are capable of identifying the life skill preferences.
Hence it becomes all the more essential to consult them while determining their life orientation needs. (Bender & Lombard 2004:101).

7. Importance of interpersonal relationships in adolescents.

The research showed that this life skill was last preferred by adolescents. Both the pilot and final analysis showed exactly similar results, where skills that help you cope with rejection with SD of 0.871 and skills for socialization with a SD of 0.868 were last on the preference list. Across all SES and gender the preferences remained similar which probably makes it important to address this serious implication on priority.

A cognizance of the adolescent opinion while framing curriculum or preparing presentation and preparing educational interventions will enable an appropriate understanding of the conceptual framework of adolescence education.