ABSTRACT

Adolescence is a transition period that bridges childhood and adulthood during which a combination of biological, psychological and social forces influence their development. It is the time that adolescents drift away and keep distance from parents. This transition is so crucial that adolescents face problems in certain areas of life such as parent child conflicts, substance abuse, violence, risky behaviours and mood changes. If these issues are not resolved, the individual suffers role diffusion or negative identities which results in mismatched abilities and desires, directionless and are unprepared for the psychological challenges of adulthood (Berk, 2007; Vranda & Rao, 2007). Life skills are abilities that individuals can lead to a fruitful life. World Health Organisation (1997) has defined life skills as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

The main objective of the present study is to find out the effectiveness of life skills education programme in developing different life skills among the adolescents. Hence the topic is entitled as “Effectiveness of Life Skill Education Programmes for Adolescents”, For this purpose the researcher adopted the module developed by SCERT on “Adolescents Health Education” and the materials prepared by Centre for Adult Continuing Education & Extension, University of Kerala. Apart from the above materials and modules based on life skill education used for the study, awareness test, attitude scale, situations test, application test and skill development test were the other tools used. Purposive sampling technique was used for the selection of students. Pre-test Post-test Non-equivalent group design was adopted for the study and was conducted among all the students selected. Life skill education intervention package was implemented for the experimental group. No treatment for control group was given. Statistical techniques such as percentage analysis, arithmetic mean,
standard deviation, ‘t’ test, test of association, analysis of variance, analysis of covariance, fishers’ exact test and chi-square test were used for analysing the data.

Life skill based education being a behaviour change or behaviour development approach is designed to address a balance of three areas: knowledge, attitude and skills. These skills are essentially those abilities that help to promote mental well being and competence in students as they face the realities of life.

The development of critical thinking among the adolescents gives them the opportunity to look from different perspective, the pros and cons of making one decision over the other and making them realise the negative consequences of making hasty, unplanned decision. The skills such as interpersonal skill, communication skill and coping with stress developed among the adolescents enable them to be accepted in the society and to accept social norms, which provide foundation for adult and social behavior. The ability to negotiate is also developed among the adolescents. Therefore, though all the components of life skill education programme can be developed through different approaches, ‘developing life skill among adolescents’ through situation analysis seems to be the more important and effective because it enables students to view and address the situation from different perspectives and equip them to tackle the problems effectively.

Results of the study show that life skill education must be given due importance and it should start from the initial stage, that is, from class one onwards.