

International Multidisciplinary
Research Journal

*Indian Streams
Research Journal*

Executive Editor
Ashok Yakkaldevi

Editor-in-Chief
H.N.Jagtap

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Dr. T. Manichander

Mr. Dikonda Govardhan Krushanahari
Professor and Researcher ,
Rayat shikshan sanstha's, Rajarshi Chhatrapati Shahu College, Kolhapur.

International Advisory Board

Kamani Perera
Regional Center For Strategic Studies, Sri Lanka

Mohammad Hailat
Dept. of Mathematical Sciences,
University of South Carolina Aiken

Hasan Baktir
English Language and Literature
Department, Kayseri

Janaki Sinnasamy
Librarian, University of Malaya

Abdullah Sabbagh
Engineering Studies, Sydney

Ghayoor Abbas Chotana
Dept of Chemistry, Lahore University of
Management Sciences[PK]

Romona Mihaila
Spiru Haret University, Romania

Ecaterina Patrascu
Spiru Haret University, Bucharest

Anna Maria Constantinovici
AL. I. Cuza University, Romania

Delia Serbescu
Spiru Haret University, Bucharest,
Romania

Loredana Bosca
Spiru Haret University, Romania

Ilie Pinteau,
Spiru Haret University, Romania

Anurag Misra
DBS College, Kanpur

Fabricio Moraes de Almeida
Federal University of Rondonia, Brazil

Xiaohua Yang
PhD, USA

Titus PopPhD, Partium Christian
University, Oradea, Romania

George - Calin SERITAN
Faculty of Philosophy and Socio-Political
Sciences Al. I. Cuza University, Iasi

.....More

Editorial Board

Pratap Vyamktrao Naikwade
ASP College Devrukh, Ratnagiri, MS India

Iresh Swami
Ex - VC. Solapur University, Solapur

Rajendra Shendge
Director, B.C.U.D. Solapur University,
Solapur

R. R. Patil
Head Geology Department Solapur
University, Solapur

N.S. Dhaygude
Ex. Prin. Dayanand College, Solapur

R. R. Yallickar
Director Management Institute, Solapur

Rama Bhosale
Prin. and Jt. Director Higher Education,
Panvel

Narendra Kadu
Jt. Director Higher Education, Pune

Umesh Rajderkar
Head Humanities & Social Science
YCMOU, Nashik

Salve R. N.
Department of Sociology, Shivaji
University, Kolhapur

K. M. Bhandarkar
Praful Patel College of Education, Gondia

S. R. Pandya
Head Education Dept. Mumbai University,
Mumbai

Govind P. Shinde
Bharati Vidyapeeth School of Distance
Education Center, Navi Mumbai

G. P. Patankar
S. D. M. Degree College, Honavar, Karnataka

Alka Darshan Shrivastava
Shaskiya Snatkottar Mahavidyalaya, Dhar

Chakane Sanjay Dnyaneshwar
Arts, Science & Commerce College,
Indapur, Pune

Maj. S. Bakhtiar Choudhary
Director, Hyderabad AP India.

Rahul Shriram Sudke
Devi Ahilya Vishwavidyalaya, Indore

Awadhesh Kumar Shirotiya
Secretary, Play India Play, Meerut (U.P.)

S. Parvathi Devi
Ph.D.-University of Allahabad

S. KANNAN
Annamalai University, TN

Sonal Singh,
Vikram University, Ujjain

Satish Kumar Kalhotra
Maulana Azad National Urdu University



DEVELOPMENT OF LIFE SKILLS PROGRAMME AND STUDY ITS EFFECT ON LIFE SKILLS ABILITY OF STUDENTS

Shashikala B. Yadav¹ and Dr. Sudha S. Pingle²

¹Ph.D. Research Scholar, Department of Education, University of Mumbai, Mumbai, Maharashtra.

²Assistant Professor, Department of Education, University of Mumbai, Mumbai, Maharashtra.

ABSTRACT

The major aim of the study was to develop life skills programme for adolescent students and to study its effectiveness on their life skills ability. Quasi experimental design was used with pre and post-test non-equivalent group. Life Skills Ability test was constructed by the researchers consisting 109 items. Sample consists of 44 students in experimental group and 37 in control group from 2 schools in Mumbai. The treatment, life skills programme was implemented for 48 hrs spread over 3 months using different interactive teaching methods. The total programme was 60 hrs. Data was analysed using t-test and wolf's Formula. Result revealed that life skills programme has a moderate effect on life skills ability of experimental group students.

KEYWORDS: *Life Skills Programme, Life Skills Ability, Quasi Experimental Design.*

INTRODUCTION :

"The greatest discovery of my generation is that a human being can alter his life by altering his attitudes" - William James.

Human beings are blessed with the ability to change and adapt the situation or environment for their survival, growth and for betterment. It shows person's ability to deal with daily life challenges. Human being keeps on interacting with different changes of life like physical, mental, social and cultural. Human development and growth take place stage wise, like infancy stage (birth to two years), early childhood (2-6 years), late childhood (6-12 years), and adolescences stage (12-19 years). Each of these stages play very important role in one's life. But among all these stages adolescent stage represents important phases of human life. Adolescent period has great impact on person future life which he/she will lead.

Adolescent is period of intensive growth and change in nearly all aspect of physical, mental, social and emotional life of child. These changes are mainly due to biological, cognitive, social, and cultural development. Cognitive development of child is about thoughts, ideas and concepts development. Whereas social development is related to self identity, self concept, self esteem and factor related to identity like environment and sexual orientation. It is very crucial period of various emotions like anxiety, fear, love, and anger etc for adolescent. They experience emotional instability and intensity during this period. Their emotion fluctuates very frequently and quickly and it contributes to stress and managing emotion problems. Some of the common problem student's faces during adolescent period of their life like unable to recognize the self worth. It is important to explore their potential and establishing a positive image and sound career



perspective. Adolescent stage is full of emotional turbulence and this emotional turbulence is being reflected through anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil. Along with these problems they face problems related to relationship with parents, peers and members of the opposite sex. Friendship and peer group becomes very important relation in this period of life because for the first time they extend their relation beyond their family and parents. In this process sometime negative peer pressure becomes unmanageable, which leads to tension and unrest in relationships.

In many cases adolescents are not utilising their potentials positively in right direction as we can see it many cases related to suicide, social behaviours like drug abuse and alcohol etc. Every day in print media, news channels or social media, news related to adolescent indulged into antisocial activity or harming to their own self by committing suicide. These are the consequences of pressures created by parents, teachers and schools or colleges. A parent wants to fulfil their desire through their children. It creates pressure on their children and some time these desires results in to sever implications. The undue pressure on the kids to stretch beyond their limits is not worth the price. They lose their innocence and creativity because they are put on a treadmill. To live up to the constant need to meet expectations, a child works harder and harder, and when he fails, he doesn't have the maturity to handle the failure as well as faces his parents' disapproval.

According to present day requirement of adolescent and changing demands of parents, teachers, and peers, children need to acquire some skills to cope up with them. The school is a good place to develop such skills. Though school are inculcating different skills and values along with subject knowledge but some time in developing cognitive aspect of child other aspect remain undeveloped as it should be. To fulfilling this gap every one i.e. parents, teachers and school need to work together. In this processes list of life skills given by WHO is good bifurcation of skills need to be develop among adolescent. It can be done by adopting different way of teaching methodologies and with proper planning of objectives and aim.

OBJECTIVES OF THE STUDY

- To study and compare the experimental and control group, pre and post-test scores on life skills ability of adolescent students.

1. Self Awareness
2. Effective Communication
3. Interpersonal Relationship
4. Empathy
5. Critical Thinking
6. Creative Thinking
7. Coping with Emotion
8. Coping with Stress
9. Decision Making
10. Problem Solving

- To study and compare the pre and post-test scores on life skills ability of adolescent students from experimental and control groups.

1. Self Awareness
2. Effective Communication
3. Interpersonal Relationship
4. Empathy
5. Critical Thinking
6. Creative Thinking
7. Coping with Emotion
8. Coping with Stress
9. Decision Making
10. Problem Solving

- To study the effectiveness of life skills programme on life skills ability of adolescent students from experimental group.

RESEARCH METHOD

In this study the researchers have adopted 'quasi experimental method' of pre and post-test non-equivalent group design. It can be described as follows:

O_1	X	O_2
O_3	C	O_4

Where

O_1 and O_3 = Pre-test Scores

O_2 and O_4 = Post-test Scores

X: Experimental Group (treatment given)

C: Control Group (no treatment given)

Sample

Stratified random sampling was used for the selection of sample. The sample consist of one intact class each of standard eight from two different English medium secondary schools, situated in (Greater) Mumbai. Total sample size was 81 in that experimental and control group included 44 and 37 students respectively. Entire class was taken as a sample.

Tools

Life Skills Ability test was constructed by the researchers on 10 core element of life skills consisting 109 items. Its reliability index as per Cronbach alpha is 0.72 and Spearman-Brown Prophecy is 0.80.

Development and Implementation of Intervention: Life Skills Programme

DEVELOPMENT OF LIFE SKILLS PROGRAMME

Life Skills Programme included different activities related to development of life skills ability. These activities was obtained from different available literature and researches conducted in the past. On the basis of study in life skills the researcher conceptualized the 10 different life skills mentioned by WHO. They were Self Awareness, Effective Communication, Interpersonal Relationship, Empathy, Critical Thinking, Creative Thinking, Coping with Emotion, Coping with Stress, Decision Making, and Problem Solving.

The above life skills were taught using different interactive methods of teaching. The interactive methods of teaching were groups work activities, storytelling, role plays, and discussions with the help of power point presentation, debates, case studies and short film shows respectively.

IMPLEMENTATION OF LIFE SKILLS PROGRAMME

The treatment included developing life skill programme, implementing it on experimental group students and to study its effect on life skills ability of adolescent students. The duration of conducting the programme was 60 hrs (including pre and post testing). The rational for selecting different interactive techniques was to create interest and to provide direct experience in order to develop life skill ability of adolescent students from secondary school students.

Data Analysis

Table 1: Differences in the Experimental and Control Group, Pre and Post-Test Scores on Life Skills Ability of Adolescent Students

Core Life Skills	Test	Groups	N	df	Mean	SD	t-ratio	p-value	Remark
Self Awareness	Pre	Experimental	44	79	56.27	7.53	0.92	0.35	Not Significant
		Control	37		54.83	6.18			
	Post	Experimental	44	79	56.56	7.46	1.61	0.11	Not Significant
		Control	37		54.08	6.16			
Effective Communication	Pre	Experimental	44	79	39.95	5.24	0.85	0.39	Not Significant
		Control	37		38.97	5.06			
	Post	Experimental	44	79	40.11	4.70	1.15	0.25	Not Significant
		Control	37		38.83	5.23			
Interpersonal Relationship	Pre	Experimental	44	79	24.11	3.81	1.17	0.24	Not Significant
		Control	37		25	2.76			
	Post	Experimental	44	79	25.25	3.82	0.81	0.42	Not Significant
		Control	37		24.56	3.71			
Empathy	Pre	Experimental	44	79	25.45	2.18	0.17	0.86	Not Significant
		Control	37		25.54	2.19			
	Post	Experimental	44	79	26.18	2.18	0.31	0.75	Not Significant
		Control	37		26.02	2.29			
Critical Thinking	Pre	Experimental	44	79	14.11	3.16	0.69	0.48	Not Significant
		Control	37		13.64	2.80			
	Post	Experimental	44	79	16.5	2.86	3.64	0.00	Significant
		Control	37		14.05	3.17			
Creative Thinking	Pre	Experimental	44	79	8.95	3.97	1.73	0.08	Not Significant
		Control	37		7.59	2.87			
	Post	Experimental	44	79	13.15	4.20	6.72	0.00	Significant
		Control	37		7.51	3.15			
Coping with Emotion	Pre	Experimental	44	79	23.29	4.32	1.36	0.17	Not Significant
		Control	37		24.51	3.60			
	Post	Experimental	44	79	25.75	3.98	1.01	0.31	Not Significant
		Control	37		24.83	4.10			
Coping with Stress	Pre	Experimental	44	79	23.36	3.94	0.37	0.70	Not Significant
		Control	37		23.70	4.09			
	Post	Experimental	44	79	24.56	3.43	0.72	0.46	Not Significant
		Control	37		23.97	3.93			
Decision Making	Pre	Experimental	44	79	28.47	4.97	0.45	0.65	Not Significant
		Control	37		27.97	4.98			
	Post	Experimental	44	79	29.27	4.53	0.23	0.81	Not Significant
		Control	37		29.02	4.81			
Problem Solving	Pre	Experimental	44	79	22.43	3.20	1.58	0.11	Not Significant
		Control	37		23.45	2.50			
	Post	Experimental	44	79	22.84	3.27	0.03	0.97	Not Significant
		Control	37		22.86	3.56			

Pre-Test

From Table-1, it can be inferred that the experimental and control group, pre-test scores on all the life skills has no significant difference before implementation of intervention programme in experimental group students.

Post-Test

Whereas experimental and control groups, post-test scores on self awareness, effective communication, interpersonal relationship, empathy, coping with emotion, coping with stress decision making and problem solving has no significant difference after implementation of intervention programme on experimental group students.

On the other hand critical and creative thinking ability scores shows significant difference after implementation of intervention programme in experimental group students.

Table 2: Pre and Post-Test Scores on Life Skills Ability of Adolescent Students from Experimental and Control Groups

Core Life Skills	Test	Groups	N	Mean	SD	t-ratio	p-value	Remark
Self Awareness	Pre	Experimental	44	56.27	7.53	0.29	0.76	Not Significant
	Post			56.56	7.46			
	Pre	Control	37	54.83	6.18	0.89	0.37	
	Post			54.08	6.16			
Effective Communication	Pre	Experimental	44	39.95	5.24	0.19	0.84	Not Significant
	Post			40.11	4.70			
	Pre	Control	37	38.97	5.06	0.15	0.87	
	Post			38.83	5.23			
Interpersonal Relationship	Pre	Experimental	44	24.11	3.81	2.11	0.04	Significant
	Post			25.25	3.82			
	Pre	Control	37	25	2.76	0.76	0.44	
	Post			24.56	3.71			
Empathy	Pre	Experimental	44	25.45	2.18	2.00	0.05	Significant
	Post			26.18	2.18			
	Pre	Control	37	25.54	2.19	1.15	0.25	
	Post			26.02	2.29			
Critical Thinking	Pre	Experimental	44	14.11	3.16	5.43	0.00	Significant
	Post			16.5	2.86			
	Pre	Control	37	13.64	2.80	1.60	0.11	
	Post			14.05	3.17			
Creative Thinking	Pre	Experimental	44	8.954	3.97	7.58	0.00	Significant
	Post			13.15	4.20			
	Pre	Control	37	7.59	2.87	0.23	0.81	
	Post			7.51	3.15			
Coping with Emotion	Pre	Experimental	44	23.29	4.32	2.93	0.00	Significant
	Post			25.75	3.98			
	Pre	Control	37	24.51	3.60	0.98	0.33	
	Post			24.83	4.10			
Coping with Stress	Pre	Experimental	44	23.36	3.94	1.95	0.05	Significant
	Post			24.56	3.43			
	Pre	Control	37	23.70	4.09	0.76	0.44	
	Post			23.97	3.93			
Decision Making	Pre	Experimental	44	28.47	4.97	0.84	0.40	Not Significant
	Post			29.27	4.53			
	Pre	Control	37	27.97	4.98	1.71	0.09	
	Post			29.02	4.81			
Problem Solving	Pre	Experimental	44	22.43	3.20	0.80	0.42	Not Significant
	Post			22.84	3.27			
	Pre	Control	37	23.45	2.50	1.01	0.31	
	Post			22.86	3.56			

Table-2 shows the pre and post-test scores on life skills ability of adolescent students from experimental and control groups.

Experimental Group

Pre and post test scores of adolescent students from experimental group has shown significant difference on different life skills ability like interpersonal relationships, empathy, critical thinking, creative thinking, coping with emotion and coping with stress. Whereas there is no significant difference found on different life skills ability like self awareness, effective communication, decision making and problem solving.

Control Group

On the other hand, there is no significant difference found on different life skills ability of adolescent students from control group.

Table 3: Effect Size of Life Skills Programme on Life Skills Ability of Adolescent Students from Experimental Group

Dependent Variable	Mean of Experimental Group	Mean of Control Group	SD of Control Group	Effect Size	Magnitude of the Effect
Life Skills Ability	280.20	265.78	24.88	0.57	Moderate

The following criteria provided by Wolf's have been used for interpreting the results:

Magnitude	Effect Size
0.2	Minimum Effect
0.5	Moderate Effect
0.8	Maximum Effect

If, the obtained 'd' is greater than 0.8, it indicates that there is a maximum effect of the treatment on the students.

As per Table-4, magnitude of the treatment effect was 0.57. It means effect size of treatment was moderate on experimental group. Life skills ability comprises of ten different essential skills to face the day today life challenges of students. Developing such important skills need careful planning and observations by teachers and parents too. Development of any skills required continuous effort and practice.

INTERPRETATION AND DISCUSSION

- Experimental and Control group, Pre and Post test scores on life skills ability of adolescent students
- Experimental and Control group, pre-test scores on life skills ability of adolescent students have no significant difference before implementation of intervention programme in experimental group students.
- Experimental and control group, post-test scores on self awareness, effective communication, interpersonal relationship, empathy, coping with emotion, coping with stress decision making and problem solving has no significant difference after implementation of intervention programme in experimental group students. Whereas experimental and control group, post test scores on the critical and creative thinking ability scores shows significant difference after implementation of intervention programme in experimental group students.

Pre-Test

Experimental and Control group, Pre-test scores on life skills ability of adolescent students found no significant difference before implementation of intervention programme in experimental group students. This could be possible that both the group students were aware about their self. Both the group students were aware about their strength and weakness. They must be aware about their liking and disliking of opinion and feelings. Both the group students must be sharing same study habits, relationship with their friends and family.

Communication is very important in life. Before implementing life skills programme in experimental group both the groups were experiencing similar communication experiences with their friends, teachers, and family member due to continuous social interaction at school and in the family environment. It can also possible that both the group students were aware about the important aspect of effective communication i.e. different ways of communication.

At adolescent stage interpersonal relationship plays very important role. At this stage adolescent student's tries to explore new relationship. Both the experimental and control group students must be experiencing same people to have interpersonal relationship at school and at home. As a result they might be aware about the importance of having good relationship with others at the time of emotional need or for any kind of help. It can also possible that both the group students are sharing same socio economic status, social and

emotional intelligence; this could be another reason for their same kind of interpersonal relationship ability.

Empathy is essential part of human. Both the group students were similar on empathy ability at pre test scores before implementing life skills programme in experimental group. This could be due to students from both the group might be aware about different kind of emotions and its effect on their behaviour. Due to similar examination pattern, both the group students must be aware about feeling of getting fail in exam or scoring less marks in exams. Similarly both the group students were exposed to empathetic values given in the language textbooks too.

Both experimental and control group do not differ in their critical thinking ability at pre test scores. This could be due to their adolescent age. Generally adolescent student utilise their critical thinking for their study purpose. During late childhood and early adolescence (ages 6–15) children are developing the ability to think abstractly, to understand consequences, to relate to their peers in new ways, and to solve problems as they experience more independence from parents and develop greater control over their own lives. Both experimental and control group students have shown their critical thinking ability in the form of answering situations based on analogies, puzzles, odd man out and logical situations.

Both the group students were similar on creative thinking ability. Since both the group falls under same age category and adolescent stage is marked with imagination. It can possible that both the group students must be able to imagine similar ways on one thing or on new ideas.

Adolescent age is marked with emotional turmoil. Emotion plays very important role in adolescent student's life. Both the group students were similarly able to cope with emotions. It can be possible, due to same kind of academic and social environment. Academic environment is related to studies, participating in co-curricular activities and appearing for exams. Since both the group students were experiencing similar kind of environment, so it can possible that they were aware about the emotional situations and ways to overcome with them.

Similarly both the group students were able to coping with stress. As both the group students were experiencing similar emotions like fear, stress and anger related to exams. At the same time it can also possible that they must be aware about ways to handle such stressful situations.

Both the experimental and control group students were able to take decision similarly. This can be possible due to their similar thinking pattern during adolescent age. Similar school and home environment helps them to make decisions of their life. It can possible that both the group students were able to make decisions based on their previous experiences and with their logical thinking.

Similarly both experimental and control group students were similar in their problem solving ability. Both the group students were must be aware about problems related to student's life as well as experiencing same psychosocial environment.

Post-Test

Experimental and Control group, Post-test scores on life skills ability of adolescent students found no significant difference on self awareness, effective communication, interpersonal relationship, empathy, coping with emotion, coping with stress decision making and problem solving after implementation of intervention programme in experimental group students. But the critical and creative thinking ability scores have shown significant difference after implementation of intervention programme in experimental group. Researcher has introduced life skill programme for experimental group for 48 hours to develop different life skills ability.

Both experimental and control group students were similar in their self awareness ability. This could be due to the leaning from the surrounding and especially from the social media. Now day's students are more exposed to social media. It might have acted as medium to aware about self for both experimental and control group students. According to Social Learning Theory (Bandura's) people learn from one another, via observation, imitation, and modeling. Thus students compare their self with ideal image and try to build their self concept accordingly. The present study contradict from the study conducted by Khaledian, M., Omidi, M., Sepanta, M., & Tavana, M. (2014) on the efficacy of training life skills on the students' self esteem. In that results indicated that the average self esteem scores in the experimental group post test are higher than that of the post test in the control group.

Similar effective communication ability in both the group students after implementation of life skills programme in experimental group shows that both the group students were conditioned to listen more or less same academic instructions from teachers in schools. It can also possibly that they might be experiencing same pattern of communication at home too. A study conducted by Chaudhary, S.; Mehta, B.; Kapadia, S. (2008) on a life skills intervention program for adolescents: contextual approach. This study says that program could create an understanding about the gendered practices of socialization influencing individual roles and responsibilities and restricting progress and self-growth. They could understand about assertive communication and could realize difference between the aggressive and assertive communication. Therefore socialization also influences effective communication ability of adolescent students.

Based on post test score, both the group students have similar interpersonal relationship ability. This could be due to their social environment. It can possible that both the group students must have learnt basic social trait from their family to maintain interpersonal relationship with their friends or whom so ever they interact in daily life. Good interpersonal relationship is result of slow socialization process. It can also possible that both the group students must have received experience of co-curricular activities and it provides opportunities to have good interpersonal relationship. It can be seen in the research done by Priyadarshini, A. Hema (n.d) on life skills building in orphan and vulnerable children through arts-based training programme in Tamil Nadu. Study revealed that the effect of art programs is highly recommended for the development of cognitive, social, and personal competencies. Through different cultural programme in school, students develop interpersonal relationship with others.

Both the group students have similar empathy ability after implementing treatment in experimental group students. This could be because of their innate ability to get connected by others on emotional ground due to social learning. According to Albert Bandura (Social Learning) children learn to behave through both instruction (i.e., how parents, teachers, and other authorities and role models tell them to behave) as well as observation (i.e., how they see adults and peers behaving). It can possible that both the group students must have observed their elders while helping others and they might have experienced difficult time related to studies or low emotional phases. Understanding others emotion and providing support give raise to empathic values among students. This feeling must have developed empathetic values among both the group students.

Coping with emotion ability found no significant difference at post test score. This could be due to both the group students were experiencing similar environment at school like praise or scolding by teachers and related responses of students. It can also possible that they have good support from family and friends at the time of emotional turbulence, and knew to direct their focus to other thongs to cope with painful emotions or to balance emotions. Present study is contradicting with the study conducted by Lolaty, H. A., Ghahari, S., Tirgari, A., & Fard, J. H. (2012) on the effect of life skills training on emotional intelligence of the medical sciences students in Iran. Finding says that the scores of emotional intelligence after life skills training were significantly improved while no significant difference was observed in the control group.

Both the group students were found similar coping with stress ability after implementing treatment in experimental group students. This could be due to their similar experiences related to stressful situations in their life and support system of their life in form of friends, family or teachers. They might have helped them to overcome with such situations.

Decision making ability among both the group students found to be similar at post test scores. This could be due to same psychosocial environment at school or home and availability of opportunities for students to make decisions of their life. Both the group students may have experienced no change in options, situation and authority to make decisions in their life. Herbert A. Simon coined the phrase "bounded rationality" to express the idea that human decision-making is limited by available information, available time and the mind's information-processing ability.

Based on post test score, both the group students have similar problem solving ability. This could be because of their important phase of life i.e. adolescent stage. Piaget describes adolescence as the stage of life in which the individual's thoughts start taking more of an abstract form and the egocentric thoughts decrease. This allows the individual to think and reason in a wider perspective. Biological changes in brain structure and connectivity within the brain interact with increased experience, knowledge, and changing social demands to

produce rapid cognitive growth.¹² Hence it could be the reason for having same level of problem solving ability among experimental and control group students.

Based on post test score, both the group students differ in their critical and creative thinking ability. It means both the groups were having different critical and creative thinking ability after implementing life skills programme to experimental group. Researcher has introduced different activities to experimental group with regards to enhancing their critical and creative thinking ability. These specific activities were missing for control group students. According to Constructivist Theory learning is an ongoing process through which the learner collects and processes information based on past and current experiences then constructs hypotheses and makes a decision based on cognitive structure, or mental models. Similar finding can be seen in the work done by Wurdinger, S., & Qureshi, M. (2015) on enhancing college students' life skills through project based learning. Finding says that on an average all life skills showed an increase.

• Pre and Post test scores on life skills ability of adolescent students from Experimental and Control groups

Pre and post test scores of adolescent students from experimental group has shown significant difference on different life skills ability like interpersonal relationships, empathy, critical thinking, creative thinking, coping with emotion and coping with stress. Whereas they have not shown significant difference on different life skills ability like self awareness, effective communication, decision making, and problem solving. On the other hand pre and post test scores of adolescent students from control group has shown no significant difference, on different life skills ability.

EXPERIMENTAL GROUP

- ✦ Pre and post test scores of adolescent students from experimental group has shown significant difference on life skills ability like interpersonal relationships, empathy, critical thinking, creative thinking, coping with emotion and coping with stress.
- ✦ Whereas they have not shown significant difference on life skills ability like self awareness, effective communication, decision making and problem solving.

Experimental group has improved in the interpersonal relationship ability after introducing life skills programme. It may be possible due to the treatment given to the experimental group for specific time period. Researcher has introduced activities to develop ability of interpersonal relationship with the help of such activities they started focusing on their relationship with others in day today life. Activity like 'Jungle Story' focuses on the important of every one in life, where as activity related to 'Friend or Fro' develops importance of understanding good relationship. Group activity like 'Friends Recipe' is about accepting group member with their individual difference and there importance in group. Experimental group students might have improved or modified their interpersonal relationship with their siblings after understanding objectives of interpersonal relationship activities. They must have understood the importance of communication in maintaining good relationship.

It can be stated that experimental group has improved in their empathy ability after introducing life skills programme. It could be possible due to the additional activities being introduced by researcher in the experimental group for specific time period. Researcher has introduced activities to develop ability of empathy in experimental group students. Activity like "Feelings" focuses on observation skill of students to identify different kinds of emotion. Through emotion students can able to relate others feeling. Similarly activity called "Who Need My Help" done with the help of short video, to identify the situation where people need help and empathetic feeling. So student can understand the importance of giving and sharing things to needy people. On the other hand activity like "Wastage" focused on student's empathic feeling towards nature. Researcher tried to sensitized students about problem created by human being and its effects on human being, animals and environment too. Similar result can be seen in article written by Brunelle, J., Danish, S. J. & Forneris, T. (2007) on the impact of a sport-based life skill program on adolescent prosocial values. Results indicated that the program had a significant positive impact on adolescents' prosocial values and that the community service experience positively impacted the adolescents' levels of empathic concern and social responsibility.

It can be stated that experimental group has improved in their critical thinking ability after introducing

life skills programme. Researcher has introduced activities to develop ability of critical thinking in experiment group students. Activities like, "What's in the Bag", "Because", gave emphasis on reasoning and fact finding ability of experimental students. Similarly activity like "Hare and Tortoise are best Friends" gave opportunities to analysing situation and finding solution for the problem in logical manner. A critical thinking ability helped experimental group students to think rationally with the help of facts and valid information's to reach to conclusion for puzzles and analogies. It helped them to critically differentiate between two things through observation and reaching to conclusion in a specific time period.

Experimental group has improved in their creative thinking ability after introducing life skills programme. Researcher has introduced activities to develop ability of creative thinking in experiment group students. Activity like, "Tell Me a Story" gave opportunity to students to create their own stories spontaneously. Similarly activity called "If This... Then What?" focused on imagining existing situations or things in different ways with their consequences. Another activity called "Freez" was about placing new dialogues or situation in ongoing drama. Creativity thinking enables adolescent students to create something new and somehow valuable for them or for others. Creative thinking can be presented in any form; it can be in form of an idea, musical composition, or a joke. It can also be a physical object like, a literary work, or a painting. According to Constructivist Theory, learning is an ongoing process through which the learner collects and processes information based on past and current experiences then constructs hypotheses and makes a decision based on cognitive structure, or mental models.¹⁶ So continuous supportive surrounding can enhance adolescent students thinking capacity.

Experimental group has improved in the coping with emotion ability after introducing life skills programme. Researcher has introduced activities to develop ability of coping with emotion in experimental group students. Researcher has given situation to student based on identifying different emotion and to cope with them. Researcher has discussed activity related 'Behaviour Which Hurts', 'Anger' and its effect on health and relationship. Researcher has discussed causes of anger and its long term effect with experimental group students. Emotions are attached with the different circumstances. The kind of circumstance adolescent students are getting in their surrounding they will reflect similar kind of emotional responses. Like, if students are in pleasant situation then he/she will be happy. If students are scared of exam result then he/she will experience emotion related fear. According to the Schachter-Singer theory, the element of reasoning plays an important role in how we experience emotions. This theory proposed that when an event occurs, reasoning takes place along with the arousal and emotion. When an event causes physiological arousal, we try to identify a reason for this arousal and then we experience and label the emotion. So it can be said that after experiencing focused activities related to coping with emotion, experimental group students must have developed reasoning to cope with different kinds of emotions.

Experimental group has improved in their coping with stress ability after introducing life skills programme. After getting exposure of different activities and yoga sessions, focusing on coping with stress, experimental group must have developed more awareness to main causes of stress generating factors. Experimental group have experienced additional activities for specific time period. Researcher has introduced activities to develop ability of coping with stress in experimental group students. Activity like, "Am I Stressed?" helps students to introspect that they are really stressed under any circumstances. A video "Bullying" focuses on the consequences of lack of social interaction and unable to take correct decision on time can harm person mentally, emotionally and socially. Finally the activity called, "How Do I Cope with Stress" gives different awareness to handle such hard situations wisely, without harming oneself emotionally, mentally and physically. These exposures might have improved experimental group students coping abilities. So it can be said that experimental group students must have developed ability to resilient to stressful conditions. According to Resilience theory, there are internal and external factors that interact among themselves and allow people to overcome adversity.¹⁸

Experimental group has performed same their self-awareness, effective communication, decision making and problem solving as compare to pre test scores. It can be said that experimental group student's ability to introspect their position in the friend circle, remained same. Experimental group students have shown same self-awareness ability in both test may be due to their social situation remained same during treatment.

This could be due to interaction pattern of parents in family, communication and feedback from teachers in school environment and exchange of feelings, thought and ideas among friend circle remained same.

Life skills activity helps students to develop different ability to face life challenges. It can be seen in the study conducted by Khera, S. and Khosla, S. (2012) on study of core life skills of adolescents in relation to their self concept developed through yuva school life skill programme. Result shows that there is a positive co-relation between core affective life skill and self concept of adolescents which means those who possess these essential skills are better confidence in all aspects. It is contradicting with the present study.

Experimental group has maintained similar of effective communication ability after implementing the life skills programme. Language subject is one of the major sources of understanding different ways of effective communication for students in the curriculum. Same psychosocial environment given to adolescent student at school and family to express their emotions or ideas, this could also helped experimental students to maintain same extent of effective communication. Researcher has introduced activities to develop ability of effective communication like draw the picture, expression: a language, silence speaks, listening with the help of group activity and drama. Activity like 'Draw the Picture' focuses on way of encoding and decoding of information or messages by the friends or between the friends. Apart from researcher activity, students get chance to participate in co curricular activities in school, which enhances their verbal, nonverbal, gesture and tone of communication as effective communication ability. According to Cognitive-Social Learning Model (by Bandura), children learn to behave through both instruction (i.e., how parents, teachers, and other authorities and role models tell them to behave) as well as by observation (i.e., how they see adults and peers behaving). Children learn to behave, then, through observation and social interaction, rather than just through verbal instruction.

Experimental group has maintained similar decision making ability after introducing life skills programme. This can possible that experimental students have not experienced much change in their student's life situation regarding decision making. Though researcher has introduced activities to develop decision making like, what is Correct? My Choice, the Group & I, Me and My Friend, the Right of Child. With the help of such activities students have started focusing on minute daily life decision making. Researcher has presented situation to make decision if they could have been facing survival issue, related to money and relationship management. Researcher has observed that students were active in decision making. It shows that students were thinking on issues and were trying to solve problems of daily life.

Both experimental and control group students maintain same extent of decision making ability at post test as compare to pre test. This could be because students from both the groups may have received same opportunity to take decisions in family. Students may have experienced same social formal setup in the school timetable, rules to complete task in given time. Involvement of adolescent students from both the group in discussions regarding social issues and current events in school could have improved their decision making ability.

Experimental group has maintained the similar problem solving ability at post test as compare to pre test after introducing life skills programme and mental health workshop. Researcher has given situation and activity to experimental group students such as writing a letter to person whom they find as problem solver with mentioning their problem. Researcher tried to direct students to think on their daily life problem which can disturb them. It made them to identify problems and how to solve such problem. Like that researcher carried out activity with experimental group students called "solution to my problem" so students can focuses on available alternatives to solve problem. Individual differences exist in every aspect of human life. Every student understands and perceive situation in different way based on their individual exposure and experiences. It can also possible that students can correlate their text book information in real life situations. Subjects like science, mathematics and geography enables students to develop problem solving ability. According to Vygotsky social interaction and the active engagement of the child in problem solving with peers and adults is the foundation of the developing mind. So problem solving ability can be developed unknowingly among students.

CONTROL GROUP

Control group students have maintained similar life skills ability at both pre and post test scores. This could be possible due to their same psychosocial environment. At the same time they may have not received any

focused activities to improve their different life skills. As a result they have shown same performance at post test scores as compare to pre test score.

Life skills programme has helped experimental group students to developed life skills ability as compared to control group. Experimental group students have gained the knowledge and understanding of life skills ability in their daily life activities. The moderate effect of treatment is seen on life skill ability among secondary school students of experimental group to aware about their strength and weaknesses to have good interpersonal relationship with oneself, peer group, family and with social environment. Students have understood the importance of caring about others feeling and needs. With the help of analysing critically, information and behaviour ability students can enable to take sound decisions in their daily life situations for correct actions. Life skills programme has developed the ability to think critically and creatively to solve any problem, which are the barriers of their successes. In the process of solving problem student search for new ideas and try to create new ways from available information's and sources. This indicates that the life skills programme has developed life skill ability among secondary school students of experimental group.

CONCLUSION

Life skills abilities enable students to prepare and cope with difficult life situations to achieve their goals. From the above study it can concluded that developing different life skills abilities among adolescent students require planning, patients and collective efforts of teachers, parents and school managements.

REFERENCES

- 1.Quotes. Retrieved on September 25, 2016 from <http://www.brainyquote.com/quotes/quotes/w/williamjam104186.html>.
- 2.Chauhan, S.S. (1997). *Advanced Educational Psychology* (6th Rev Ed.). Page No. 66.
- 3.Guyana Chronicle. (2012). Student Suicides in India. Retrieved from http://www.guyanachronicle.com/site/index.php?option=com_content&view=article&id=46338:rising-student-suicides-in-india&catid=10:letters&Itemid=6 on July 14, 2013.
- 4.Adolescence (a). Retrieved from <https://en.wikipedia.org/wiki/Adolescence> on September 8, 2016.
- 5.Mangal, S.K. (2009a). *Advanced Educational Psychology* (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd.
- 6.Khaledian, M., Omidi, M., Sepanta, M., & Tavana, M. (2014). The Efficacy of Training Life Skills on the Students' Self Esteem. *International Letters of Social and Humanistic Sciences* (ISSN 2300-2697), Vol. 20, pp. 108-115. Retrieved on 23rd December 2015 from <https://www.scipress.com/ILSHS.20.108>
- 7.Chaudhary, S., Mehta, B. & Kapadia, S. (2008). A Life Skills Intervention Program for Adolescents: Contextual Approach. Retrieved on 19th January 2014 from http://i08.cgpublisher.com/proposals/501/index_html
- 8.Priyadarshini, A Hema. (n.d.). Life skills building in Orphan and Vulnerable Children through Arts-based training programme. Retrieved on 7th November 2015 from www.unesco.org/culture/en/artseducation/pdf/presentation204hemapriyadarshini.pdf
9. Mangal, S.K. (2009b). *Advanced Educational Psychology* (2nd Ed.). PHI Learning Pvt. Ltd., New Delhi.
10. Lolaty, H. A., Ghahari, S., Tirgari, A., & Fard, J. H. (2012). The Effect of Life Skills Training on Emotional Intelligence of the Medical Sciences Students in Iran. *Indian Journal of Psychological Medicine*, 34(4), 350-354. Retrieved from <http://www.ijpm.info/article.asp?issn=0253,7176;year=2012;volume=34;issue=4;spage=350;epage=354;aulast=Lolaty> on 4th August 2013.
- 11.Decision Making. Retrieved from <https://en.wikipedia.org/wiki/Decision-making> on 9th September 2016.
- 12.Adolescence (b). Retrieved from <https://en.wikipedia.org/wiki/Adolescence> on 8th September 2016.
- 13.Constructivist Theory. Cited in Patel, S. (2006a). *Skills for Life: Developing a Sustainable Life Skills Education Program in Bhavnagar, Gujarat*. Retrieved from <http://blog.indicorps.org/wp-content/uploads/2009/11/Shreena..pdf> on 16th August 2016.
- 14.Wurdinger, S., & Qureshi, M. (2015). Enhancing College Students' Life Skills through Project based Learning. *Innovative Higher Education*, 40(3), 279-286., Retrieved from <http://link.springer.com/article/10.1007/s10755-014-9314-3> on 7th November 2015.

15. Brunelle, J., Danish, S. J. & Forneris, T. (2007). The Impact of a Sport-based Life Skill Program on Adolescent Prosocial Values. *Applied Developmental Science*, 11(1), 43-55. Retrieved from <http://eric.ed.gov/?q=life+skills&pg=4&id=EJ912223> on 7th November 2015.
16. Constructivist Theory. Cited in Patel, S. (2006b). Skills for Life: Developing a Sustainable Life Skills Education Program in Bhavnagar, Gujarat. Retrieved from <http://blog.indicorps.org/wp-content/uploads/2009/11/Shreena..pdf> on 16th August 2016.
17. Theories of Emotion in Psychology. Retrieved on 5th November 2016 from <http://www.psychologynotes.com/theoriesofemotion/>
18. Resilience Theory. Cited in Mangrulkar, L., Whitman, C. V., & Posner, M. (2001a). Life skills approach to child and adolescent healthy human development. Pan American Health Organization, Division of Health Promotion and Protection, Family Health and Population Program, Adolescent Health Unit. 525 23rd St., N.W., Washington, D.C. 20037. Retrieved on 16th August 2016 from http://hhd.org/sites/hhd.org/files/paho_lifeskills.pdf
19. Khera, S. & Khosla, S. (2012). A study of Core Life Skills of Adolescents in Relation to their Self Concept developed through Yuva School Life Skill Programme. *International Journal of Social Science & Interdisciplinary Research*, 1(11). Retrieved from <http://www.indianresearchjournals.com/pdf/IJSSIR/2012/November/12.pdf> on 19th January 2014.
20. Cognitive Social learning Model. Cited in Mangrulkar, L., Whitman, C. V., & Posner, M. (2001, b). Life skills approach to child and adolescent healthy human development. Pan American Health Organization, Division of Health Promotion and Protection, Family Health and Population Program, Adolescent Health Unit. 525 23rd St., N.W., Washington, DC 20037. Retrieved on 16th August 2016 from http://hhd.org/sites/hhd.org/files/paho_lifeskills.pdf
21. Vygotsky Social Interaction. Cited in Mangrulkar, L., Whitman, C. V., & Posner, M. (2001c). Life skills approach to child and adolescent healthy human development. Pan American Health Organization, Division of Health Promotion and Protection, Family Health and Population Program, Adolescent Health Unit. 525 23rd St., N.W., Washington, DC 20037. Retrieved on 16th August 2016 from http://hhd.org/sites/hhd.org/files/paho_lifeskills.pdf
22. John W. Best & James V. Khan (2000). *Research in Education*. (5th Ed.). New Delhi, Prentice Hall of India Pvt. Ltd.
23. Kothari, C. R. (1990). *Research Methodology* (2nd Ed.). New Delhi.
24. Yadav, S. and Pingle, S. (2017). Development of Life Skill Programme for Adolescent Students and Study its Effect on their Mental Health and Academic Achievement. Unpublished Thesis. University of Mumbai.

Publish Research Article

International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- * International Scientific Journal Consortium
- * OPEN J-GATE

Associated and Indexed, USA

- Google Scholar
- EBSCO
- DOAJ
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Indian Streams Research Journal
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.org