

**AN EXPLORATORY STUDY ON LIFE SKILLS INTERVENTION AND ITS  
IMPACT ON THE STUDY SKILLS**

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**Dr. Suraksha Bansal**  
Research Supervisor  
Deptt. of Education  
C.M.J.University  
Shillong, Meghalaya

**Surabhi Bhatnagar**  
Research scholar  
Deptt. of Education  
C.M.J.University  
Shillong, Meghalaya

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**ABSTRACT:**

The education, today, needs to enable a child to deal effectively with the environment, makes maximum use of resources, discern available opportunities and face the challenges of society. To enable these behavioural transformations in the child, the system needs to enrich the school curriculum with effective life skills training programme

**Keywords:** Exploratory Study, Life Skills, Intervention, Study Skills

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**INTRODUCTION:**

An adolescent is a period of liveliness, positive energy and resources for the country, and need to be respected, appreciated and accepted as such. They have unlimited energy, vitality and idealism, as well as a strong urge to experiment and create a better world. There are seventeen developing countries in the world whose half of the population age is less than 18 years. India is home to more than 243 million individuals aged between 10-19 years which accounts for 20% of the total population of the country. The recent researches indicated that the life skills competencies in the young are not adequate to address the challenges of 21st century.

**LIFE SKILLS CONCEPT AND MEANING:**

The meaning and concept of life skill is beyond its definition. It is easy to define the concept in general but to suit the explanation in the entire particular life situation and throughout life is difficult.

**Goody (2001)** says that it is not enough to ask how life skills are defined in general; rather it is essential to ask how they are defined in particular life situations and throughout life.

**COMPONENTS OF LIFE SKILLS:**

Life Skills-based education can be defined as basically being a behaviour change or behaviour development approach designed to address a balance of three areas - knowledge, attitude and skills has categorized a core set of life skills into the following three components-

- **THINKING SKILLS-**

Includes self-awareness, social awareness, goal setting, problem solving, and decision-making. To be able to think critically, information should be provided in order to make informed decisions and choices. The skills to think critically can also be developed if the teenagers are given the opportunity to look at different perspectives of an issue, the pros and the cons of making one decision over the other and making them realize the negative consequences of making hasty, unplanned decisions.

- **SOCIAL SKILLS-**

Include appreciating or validating others, working with others and understanding their roles, building positive relationships with friends and family, listening and communicating effectively, and taking responsibility and coping with stress. Social skills enable the adolescents

to be accepted in the society and to accept social norms, which provide a foundation for adult social behaviour.

- **COPING/NEGOTIATION SKILLS:**

Means not only negotiating with others but with oneself as well. For effectively negotiating with others, one need to know what one wants in life, is firm on one's values and beliefs and can therefore say 'no' to harmful behaviour and risky temptations. Effective coping strategies that help one to balance with one's own emotions and stress effectively.

**LIFE SKILLS AND ITS PROCESS OF ENHANCING STUDY SKILLS:**

Life skills competencies are necessary for the total development of students. The competencies are the knowledge, skills attitudes and behaviour that students need to possess to become healthy and well-balanced individuals. Schools will need to appreciate the inextricable link between physical, cognitive, psycho-social and psycho-sexual development and to adopt a balanced approach that pays attention to these dimensions in their students. Life skills enhance human capabilities and prepare the young for the survival and participation in an increasingly skill-based global economy. Life skill lays foundation for lifelong learning, enabling people to access and process information both in formal and non-formal setting leading to better quality of life.

The research in the area of life skills indicates that students need supplementary study skills to improve their comprehension and capabilities to cope with the demands of various subjects at school level. All study skills needed in school education are gained by practice, trial and error method through reflection and feedback from teachers, parents and peers.

**OBJECTIVES OF THE PRESENT STUDY:**

- To assess the effectiveness of life skill training on enhancing study skills among school going students.

**METHODOLOGY OF THE PRESENT STUDY:**

This study follows Quasi-experimental research design. Quasi-experimental design involves selecting groups, upon which a variable is tested, without any random pre-selection processes. In this research one group pre-test post-test design is used. In this design, only one group has been used for the intervention study. The researcher was set out to compare the effectiveness of life skills training on study skills before and after the intervention. The level of study skills was assessed before the intervention program. After the three months of training in life skills, the post-test was conducted to the members of an experimental group.

**LIMITATION OF THE STUDY:**

The study is conducted only among the 12<sup>th</sup> students of public schools where students from high income groups are studying. More over the span of intervention is brief and the data immediately after the intervention only has been collected. In order to understand the impact of training in study skills, data could have been collected and analysed after six months and one year of intervention. However due to the paucity of time the researcher could not do it.

**TOOLS OF DATA COLLECTION:**

Study Skills Inventory developed by researcher is used for the assessment of study skills in adolescents. It is a standardized questionnaire having reliability of .90. The multi-dimensional study skills inventory consists of 85 items in the form of statements in built with a 5 point scale for the respondent to check the appropriate response which is most descriptive of him/her. It has both positive and negative items. The scale measures 11 dimensions of study skills such as association, concentration, comprehension, consultation with teacher, homework, learning motivation, memory, preparation for examination, time management, taking notes and textbook reading.

**ANALYSIS AND DISCUSSION:**

The results of the analyses of data collected are compiled and presented in tables below-

**Table-1**  
**Distribution of respondents by gender**

Gender	Frequency	Valid Percent
Male	52	52.00
Female	48	48.00
Total	100	100

**Table-2**  
**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre SSI	12.00	100	3.44	3.4883
Post SSI	8.59	100	4.51	1.9046

The table-2 shows that during pre-test, the mean score was 12.00 and standard deviation was 3.44. Whereas the post-test shows that increase in mean score as 8.59 and decrease in standard deviation 4.51. This has proved that there is positive impact on life skills intervention in changing the study skills among the students positively.

**Table-3**  
**Paired Samples Correlations**

	N	correlation	Sig
Pair 1 Pre SSI	100	0.9681	.335
Post SSI	100		

Shows the correlation was .096 and the significance is .335.

**Table-4**  
**Paired Samples 't' test**

	t	df	Sig
Pair 1 Pre SSI	-39.621	199	.0123
Post SSI			

The table-4 shows that the paired 't' test score is .0123 (df 199) it indicates there is an extremely high significance. There for it has been proved that the life skills intervention has an impact on enhancing study skills among young adolescents.

**CONCLUSION:**

The present study conducted among the school-going students in a public school which follows CBSE curriculum has proved that training in life skills can modify the study skills among them. This supports several other studies conducted in various settings that life skills are an effective method to improve the social and emotional competence, positive behaviour, and educational improvement of adolescents.

The CBSE system has introduced life skills education in its curriculum up to 10<sup>th</sup> standards. A proper and relevant intervention in life skills can help these school children to develop their cognitive, social as well as coping skills and to lead a positive and healthy life.

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