

Facilitation of Holistic Development among Adolescents: Criticality of Life Skills Education

By

Shivani Singh

Research Scholar, Department of Human Development & Family Studies, School of Home Science, Bbau, A Cental University, Lucknow-226025, Uttar Pradesh, India

E-Mail: Shivani.Rs.Hdfs@Email.Bbau.Ac.In

Dr. Shalini Agarwal,

Associate Professor, Department of Human Development & Family Studies, School of Home Science, Bbau, A Cental University, Lucknow-226025, Uttar Pradesh, India

Email: Drshaluagarwal@Gmail.Com

Abstract

Background

One's life changes during adolescence, which is also a time of increasing potential. The physiological, emotional, and sociocultural aspects of their growth and development must be emphasised. Due to inadequate supervision and motivation, adolescents are unable to make the most of their potential and are involved in unproductive activities. To be nurture a healthy & productive adolescent proper life skills education must be incorporated.

Objective

The emphasis of the current research is on the significance of life skills education and the advantages of providing it to teenagers in order to enhance their social, emotional, and cognitive abilities.

Methods

An attempt has been made to systematically review various studies related to the subject for better understanding and analysing multiple factors to talk about how crucial life skills are for adolescents. The secondary data has been collected. For this purpose, various journals have been used.

Results

The situation facing adolescents nowadays amply demonstrates how much our youth's condition has declined. Adolescents with poor life skills are known to engage in risky behaviours that have long-term negative effects on their health and social functioning. By providing teenagers with a supportive environment, imparting life skills education has the positive effect of changing their attitude, thought, and behaviour. The development of life skills alters the environment as well as the individual.

Conclusion

As has been amply demonstrated in the aforementioned studies, life skills are vital to the development of an adolescent's coping mechanisms, emotional intelligence, and self-confidence as well as their ability to think critically and solve problems.

Keywords- Life Skills, Adolescent, Holistic development, life skill education.

Introduction

Developing the capacities of adolescents and young people will enable them to cope with the various demands and pressures they encounter in everyday life (Subasree & Nair, 2014). It should be lauded that the world has one of the largest reservoirs of youth population, with 1.8 billion out of a total population of seven billion (UNFPA, 2014). Among the developing countries, seventeen have half of their population under 18 years of age. Twenty percent of the country's population is below the age of 19, including over 243 million people aged 10-19.

It is important for young adolescents to have effective and immediate programs to reduce their high-risk behavior, which negatively impacts society in a significant way (Dinesh & Belinda, 2014). In order to prepare students for life in the society, life skills are frequently linked to the learning of different competences. Competence actually has a very broad definition since it encompasses all abilities and behaviours that a person needs in all aspects of his life, including his personal and professional lives and his role in the community. The definition of competence is comparable to that of skills or life skills, i.e., the abilities and skills to express, maintain, and develop oneself. (Sukmadinata, 2007; Jaya et al., 2018). Additionally, it is more important than ever to give teenagers life skills so they can handle difficulties and demands. A person's life skills continuously and dynamically grow over time. To successfully manage every scenario in one's daily life, one needs a variety of abilities (Pujar et al., 2014).

Life skill and its Definition

As defined by Powell (1985), life skills are life-coping skills compatible with developmental tasks associated with basic human development processes. These life skills comprise the skills needed to accomplish a given set of tasks at a given age and gender in the following human development areas: psychosocial, physical-sexual, vocational, cognitive, moral, emotional, and ego.

The development of leadership life skills has been defined by Miller (1976) as the self-assessed and organization-specific development of life skills necessary to succeed in leadership. A key component and indicator of youth leadership life skills development is life skills, which he indicates in his research contribution.

Life skill (ICAP, 2000) is defined "as abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (Jaya et al., 2018).

The WHO defines life skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life," "Adaptive" means that a person is flexible in approach and is able to adjust in different circumstances.

Researchers use a variety of titles for life skills, including social competence, practical intelligence, emotional intelligence, or psychosocial wellbeing. It can be referred to as intelligence, personality, capacity building, or any combination of these (Subasree & Nair, 2014).

We are emphasizing the importance of enhancing Life Skill Development and improving "the abilities individuals can learn that will help them succeed in living productive and fulfilling lives.". (Hendricks, 1996; Subasree & Nair, 2014).

Adolescents can learn life skills through a variety of methods, such as through formal education, community programs, and mentorship. For example, schools can provide life skills education through health and physical education classes, or through elective courses such as personal finance or public speaking. Community programs, such as youth clubs or volunteer organizations, can also provide opportunities for adolescents to learn and practice life skills. Finally, mentorship can be an effective way for adolescents to learn life skills, as they can observe and learn from adults who possess the skills they want to acquire.

Objective of the study

Studying the problems adolescents experience, their need for life skill education, and the advantages of imparting life skill education in adolescents' growth is a significant portion of this article. Students' social, emotional, and cognitive abilities must be developed since they are the foundation for a dynamic citizen who can successfully navigate problems in the future.

Adolescent

An adolescence is a period of liveliness, positive energy and resources for the country, which needs 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 (Daisy & Nair, 2018). One's life changes during adolescence, which is also a time of increasing potential. There is a need to focus on physiological, emotional and socio-cultural dimensions of the adolescents (**Pujar et al., 2014**). Adolescents are the most productive force of a country as they have unlimited energy, vitality and idealism, as well as a strong urge to experiment and create a better world (Dinesh & Belinda, 2014). The physical and physiological changes that occur quickly at this stage have a substantial impact on one's physiology and sexual behaviour (Umesh & Kaur, 2019).

Population of adolescents

The World Health Organization (WHO) defines adolescents as young people aged 10–19 years. Around one in six people in the world is an adolescent, that is, about 1.2 billion are adolescents, and their numbers are increasing. It is estimated that there are almost 331 million adolescents in India, which accounts to 30% of India's population (WHO, 2020 & Progress for Children Report, 2020).

Problem faced by adolescents

Adolescents are most influenced by their friends and the outside world during adolescence, a time when they develop relationships outside of those with their parents and families (Umesh & Kaur, 2019). Due to their physical and mental capacity, young minds are seen to be the most productive members of society. However, because to a lack of direction and drive, the majority of them are unable to use their potential in an effective manner in the actual world (Prajapati et al., 2017).

The current adolescent situation clearly shows that the state of our youngsters has drastically worsened (Tiwari et al., 2020). According to recent studies, adolescent difficulties have significantly increased, with serious emotional disturbances being one such problem that has grown (WHO, 2001), There has been more sexual activity in schools, an increase in AIDS incidence in India, and more alcohol usage (BSS, 2007; Yadav & Iqbal, 2009).

Violence, conflict, and stress are widespread problems in today's globe. The reality of our society include racial and gender discrimination, violence against women and children, drug use among young adults, and health risks like STDs (Sexually Transmitted Diseases), HIV, and AIDS (Umesh & Kaur, 2019). These dangerous facts must be accepted and managed by us. The majority of young adults have stress-related problems and suicidal tendencies (Umesh & Kaur, 2019).

Teenagers often struggle with developing a positive self-image, managing their emotions, creating relationships, enhancing their social skills, and coping with or rejecting peer pressure. At this point in their development, adolescents are more susceptible to high-risk circumstances and are more likely to succumb to them. It has been observed that while many teenagers are able to manage these difficulties, others struggle more than others (Kackar & Joshi, 2019). Along with the aforementioned, significant drug use and youth dropout rates have grown in recent years (UNICEF, 2001; Yadav & Iqbal, 2009).

Young people's environments and social changes have caused a variety of issues with their development and health. Competitive exams, less free time, a decline in social skills, and a lack of self-improvement abilities are a few examples of things that are thought to contribute to young people's worry, anxiety, and stress. Their poor stress management skills and low stress tolerance have drawn attention to a variety of major health issues that surround them (Yadav & Iqbal, 2009).

High risk behaviour

They negatively impact both themselves and other people to a significant amount when it comes to social issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social behaviour, etc.

As teenagers develop cognitively, their thought processes become more analytical. Boredom, rebellion, disorientation, peer pressure, and curiosity are just a few of the elements that encourage risky behaviour including drinking, drug misuse, and causal connections. High-risk behaviour is frequently motivated by psychological push factors such an inability to deal with emotional suffering, disagreements, frustrations, and future anxiety (Umesh & Kaur, 2019).

Common high-risk behaviours that contribute to adolescent health and development issues and are, in turn, exacerbated by these issues in a reciprocal fashion include substance abuse (including the use of alcohol and tobacco), engaging in unwelcome and/or unsafe sex, unhealthy eating patterns, circumstances that increase the likelihood of accidents and violence, negative and potentially harmful peer relationships and affiliations, street children, child soldiers, and child sexual abuse. Young people are known to engage in risky behaviours including reckless driving, unguarded sex, accidental injury, and violence since alcohol and drugs are known to impair judgement and encourage these behaviours. A risky and unsupportive environment (from family and friends, service providers, policies/legislation, and

the media), exploitation and abuse, and limited access to education and health care are all contributing factors to high-risk behaviours (Sharma, 2003).

These are the years when a person is most susceptible to harmful peer pressure, risk-taking, experimentation, and poorly informed decisions about their behaviour and sexuality, which not only harms the person's own development but also that of their family and society (Umesh & Kaur, 2019).

Need of life skill among adolescents

Between adolescents receiving factual information and how they act on it, there is still a big gap (Umesh & Kaur, 2019). Adolescence has frequently been represented as a time of turbulent stress, yet if they are provided the right support and space through handholding and knowledgeable contact, teenagers can significantly contribute to society (Dinesh & Belinda, 2014).

The most challenging stage of life is adolescence, which is also when the majority of life skills are learned (Paul & Babu, 2018). In reality, we can state that the development of the stages of development depends on the mastery and excellence of life's abilities (Akbari & Saadatmand, 2014). Numerous variables, such as an adolescent's personality, the psychological support they receive from their environment (parents, school, and peers), and their life skills, influence how successfully they handle problems (Kackar & Joshi, 2019). The only way for adolescents to get ready for a competitive and independent adult life is through the development of psychological competencies through life skill education, which leads to bridging communication gaps with parents, teachers, and others and equips adolescents to successfully handle stressful situations (Pujar et al., 2014).

The only way for adolescents to get ready for a competitive and independent adult life is through the development of psychological competencies through life skill education, which leads to bridging communication gaps with parents, teachers, and others and equips adolescents to successfully handle stressful situations (Umesh & Kaur, 2019). Building skills is essential to making the transition from knowledge to healthy behaviour easier (Sharma, 2003). Teenagers with poor life skills are known to engage in risky behaviours that have long-lasting negative effects on their health and social functioning (Sharma, 2003). As a result, acquiring life skills alters both the individual and the environment (Naseri, 2002; Akbari & Saadatmand, 2014).

Role Played by life skills among adolescents in current scenario

In order to prepare students for life in the society, life skills are frequently linked to the learning of different competences. Competence actually has a very broad definition since it encompasses all abilities and behaviours that a person needs in all aspects of his life, including his personal and professional lives and his role in the community. The definition of competence is similar to that of skills or life skills, i.e., abilities, skills to express, maintain, and develop oneself (Sukmadinata, 2007, Jaya et al., 2018). Every person needs to have life skills. Knowing these abilities is not enough; you must put them into practise and use them in real life (Cherukuri & Indira, 2020). Life skills are essential for successful living. Education in life skills is a highly important and crucial component of the global educational system (Grover, 2018). The only way for adolescents to get ready for a competitive and independent adult life is through the development of psychological competencies through life skill education, which leads to bridging

communication gaps with parents, teachers, and others and equips teens to successfully handle stressful situations (Grover, 2018). Maddah et al. (2021) demonstrated the efficiency of an LS programme in enhancing the wellbeing of university students in this situation.

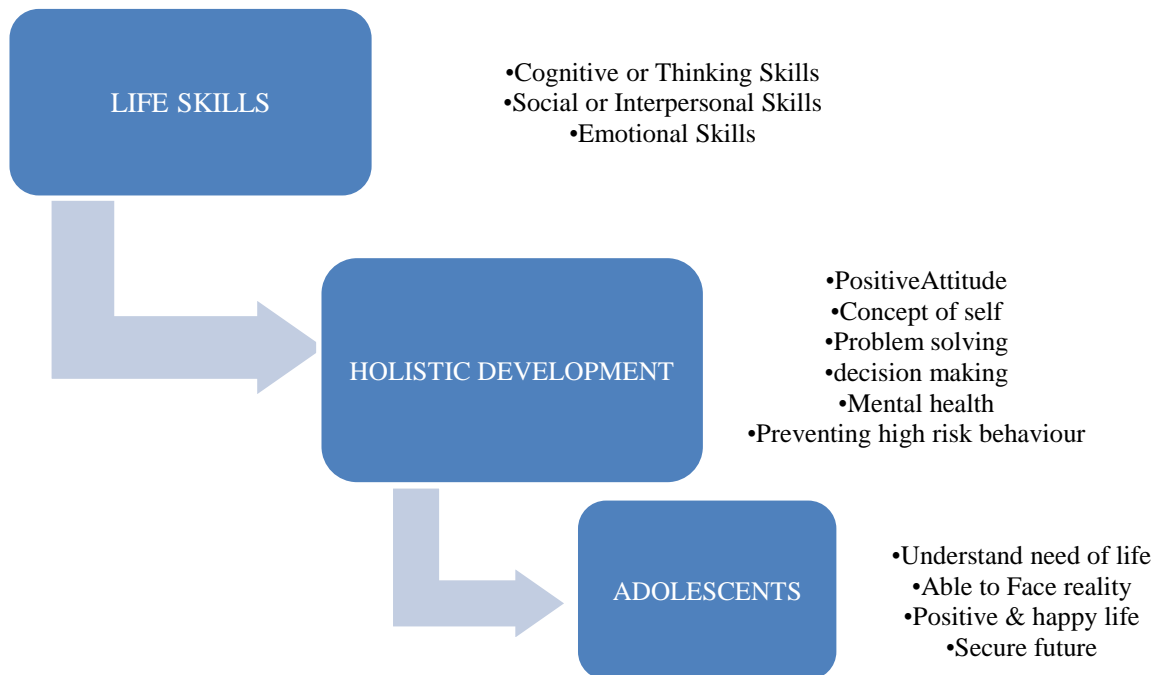


Fig: Role Played by Life Skills among Adolescents in Current Scenario

Life Skills Education: Empowering adolescents in all Domains

Positive Attitude

Yadav P, Iqbal N (2009) indicated that teaching kids life skills and creating a supportive environment for them has a good impact on changing adolescents' attitudes, thoughts, and behaviours.

Concept of self Self-esteem

Children's self-esteem can be raised through the development of life skills. (Hagighatian et al.,2006, Akbari & Saadatmand, 2014). Adolescents could develop their self-esteem and confidence through life skills education (Dinesh & Belinda, 2014). Maryam et al. (2011) demonstrated that LS programmes could raise respondents' levels of self-esteem. Vatankhah et al. (2014) discovered that developing life skills boosts self-esteem. Yadav and Iqbal (2009) It has been shown through analysis that life skill training can enhance self-worth, emotional stability, academic performance, overall adjustment, and empathy. Kazemi et al. (2014) demonstrated an improvement in communication and self-esteem. The 'training programme' devised for life skills instruction boosts self-esteem (Mishal, 2016).

Self- image

Chaudhary and Mehta (2008) demonstrate how life skills training can enhance students' perceptions of themselves and their level of confidence.

Self-understanding

Life skill developing a favourable self-perception (Roodbari et al., 2013).

Social adjustment

Training in social skills increased social development, emotional adjustment, social adjustment, and eventually, this type of skill training might boost public health and increase the compatibility of children and adolescents (Roodbari et al., 2013). Srikala & Kishore (2010) discovered that life skills help adolescent adjustment to teachers and school, increase prosocial behaviour, cope with stress, and boost self-esteem. Learning life skills helps people become more socially adept by helping them develop the necessary social skills and gain acceptance from their peers (Rahmati et al., 2010). Life Lessons Teenagers would benefit from education if it helped them understand their rights, resolve conflicts, improve their self-worth and confidence, and learn how to accept responsibility for themselves, their relationships, and the world around them (Dinesh & Belinda, 2014). Adolescents could learn life skills and become more responsible for themselves, their relationships, and the world around them (Dinesh & Belinda, 2014). Individual will become more socially adjusted if he builds strong relationships with others around him (Roodbari et al., 2013) inconstant Yadav and Iqbal (2009) analysis showed that improving social adjustment through life skill training is impossible.

Problem solving & decision making

Research on interventions that target these particular skill areas has demonstrated their efficacy in fostering desirable behaviours for more than ten years, including sociability, enhanced communication, sound decision-making, and conflict resolution (Yadav & Iqbal, 2009). Their decision-making abilities are strengthened thanks to life skills (Dinesh & Belinda, 2014). Adolescent females from rural areas can benefit from life skill education by developing their ability to deal with stress and solve problems (Pujar et al., 2014).

Mental health

Life skills are essential for promoting mental health and competence in young people as they face the realities of life because they are multidimensional in nature and encompass a broad class of individual attitudes, behaviours, and habits that are necessary for leading a successful and happy life in this stressful situation (Paul & Babu, 2018). Their life skills give them the skills to support their mental health (Dinesh & Belinda, 2014). To support mental health and consistency, as well as their improvement in academic achievement, life skills training can be implemented (Hagighatian et al., 2006; Akbari & Saadatmand, 2014). Teaching life skills is crucial for maintaining mental health. It is certain that a flaw in the growth of the fundamental life skills is the root cause of the majority of neurosis and psychosis. In actuality, that is the function of therapeutic life skills training (Ginter, 2008; Akbari & Saadatmand, 2014).

Preventing high risk behavior

Naseri and Babakhani (2014), demonstrates how the development of life skills greatly lowered the physical and verbal violence of adolescents. Studies on interventions that target these particular skill sets have demonstrated their efficacy in reducing risky or harmful behaviours like use of nicotine, alcohol, and other drugs, unsafe sex, and violence (Yadav & Iqbal, 2009). Early childhood education can establish healthy behaviours in kids and teens and reduce risk and early mortality. Treatment can be more expensive than prevention (Erawan, 2010). The LST programme (Botvin et al., 1995) proved to lessen violence and abuse of alcohol, cigarettes, and other drugs (Botvin & Griffin, 2015). Botvin et al. (2001) found Over the course of the study's two years, students in the experiment group used drugs at a significantly lower rate than those in the control group. Menrath et al. (2012) demonstrated that there were notable favourable impacts on smoking reduction.

Author & year	Title	Country	Study Design	Sample	Tool	Finding
Tiwari et al., 2022	Effectiveness of life skills health education program: a quasi-experimental study among school students of South India	India	Quasi-experimental study	137 adolescents each in urban and rural schools.	Constructed life skills assessment scale	Implementing this health promotion module on life skills in the school curriculum will address the overall development of the personality of the school students. Intervention enhances the mental health and
Maddah et al., 2021	The first life skills intervention to enhance well-being amongst university students in the arab world: 'khotwa' pilot study	Cyprus	Quasi-experimental study	78 participants studying in lebanon	Modules were adopted from sawa for development and aids is curriculum (sawa, 2020)	promotes healthy habits leading consequently to a better quality of life and more productivity amongst university students.
Cherukuri & Indira, 2020	Critical analysis of life skills among prospective teachers	India	Descriptive survey design	50 prospective teachers	Descriptive survey model scale	66 % of the prospective teachers have average level of life skills
P.J. & Nair (2018)	An exploratory study on life skills intervention and its impact on the study skills among adolescents	India	Quasi- experimental research design	12 to 15 years. 188 (boys– girls).	Study skills inventory developed by researcher	Life skills intervention has an impact on enhancing study skills among young adolescents.

Sujatha & Jayakumar (2018)	The effect of life skills training on the mental health of institutionalized young adolescents	India	Pre-post testing design	260 institutionalized boys and girls were selected randomly	Radhakrishanan nair, R. Subasree and Sunitha Ranjan (2010) Life skills assessment scale. PGI general wellbeing scale by moudgi et al.	Institutionalized adolescents were having better life skills. The life skills module is trained can help young adults to manage their life in a better way. Institutionalized adolescents were having positive mental health.
Teyhan et al., (2016)	An evaluation of the impact of “lifeskills” training on road safety, substance use and hospital attendance in adolescence.	UK	Longitudinal study	N = 10,112) children in year 6	Exposure – life skills attendance Road safety Substance perceptions and use.	Life skills attendance was associated with less reported smoking and cannabis use, but was generally unrelated to perceptions of the health impact of substance use
Parvathy and Pillai (2015)	Impact of life skills education on adolescents in rural school	India	Experimental study	57 students; boys & girls of 14–18 year	Knowledge level	life skills education training had a substantial impact on adolescents.
Jegannathan et al. (2014)	Outcome of a school-based intervention to promote life-skills among young people in Cambodia	Cambodia	Experimental and control group	168 young people (m = 92, f=76) 10th grade students	Attitude toward = suicide, Youth self-report & Life Skills Development scale- adolescent Form	Three of the four life skills components saw an increase in scores across the board for girls. Boys only made improvements in one dimension.

Vatankhah et al. (2014)	Teaching how life skills (anger control) affect the happiness and self-esteem of tonekabon female students	Iran	quasi-experimental	80 students at the tonekabon Shahed high school	Oxford happiness questionnaire and The year's cooper-smith test	life skills are useful in raising self-esteem. life skills training can boost happiness and one's self-worth will be reinforced.
Akbari & Saadatmand (2014)	Study of effective of life skills education on self-esteem and social and emotional adaptability studied: girl students of high school	Iran	Experimental and quasi experimental designs	28 people	Self-esteem scale cooper smith, Singh and Sinha Compatibility Questionnaire	Life skills training to a significant extent increases self-esteem, causes of emotional and social adaptability of students Intervention on life skill education is helpful for the rural adolescent girls to take positive actions and improving their coping skills of stress and problem-solving ability Social skills training improved social development,
Pujar et al.,2014	Impact of intervention on life skill development among adolescent girls	India	Interventional study	120 adolescent girls in the age range of 13-15 years	Self-administered checklist	emotional adjustment, social adjustment skill training could increase the public health level and children and adolescence compatibility.
Roodbari et al., 2013	The study of the effect of life skill training on social development, emotional and social compatibility among first- grade female high school in Neka city	Iran	Experimental research design	30 subjects	Social development questionnaire of Alice Witsman and students' adjustment questionnaire of Sinha and Singh	

Menrath et al. (2012)	Evaluation of school-based life skills programmes in a high-risk sample: A controlled longitudinal multi-centre study.	Germany	Randomised Controlled intervention study with repeated measurements over time	102 classes, 1561 pupils	Subjective health and well-being, child's behaviour and General life Satisfaction. Self-reported life skills: social competences & self-efficacy	Significantly better student life skills in the intervention group, as well as a significant decrease in smoking. Regardless of socio-economic background, school-based life skills programmes have a positive impact on smoking prevention. LS programmes may elevate subjects' levels of self-esteem
Maryam et al. (2011)	Effectiveness of life skills training on increasing self-esteem of students	Iran	Pseudo Experimental Research	160 high school male students	Coppersmith self-Esteem questionnaire	Life skills Training to children promote their social adjustment.
Rahmati et al., 2010	The effectiveness of life skill training on social adjustment in children	Iran	Pre and post-test with control group design	10 years old (grade 4)	Tahmasian peer rejection test, Mattson social skills test (teacher report)	Subjects' self-esteem, emotional stability, educational attainment, overall adjustment, and empathy were considerably improved after the condition. However, no discernible difference was detected in terms of social adjustment.
Yadav and Iqbal (2009)	Impact of life skill training on self-esteem, adjustment and empathy among adolescents	India	Experimental Research	60 students (m =30 and f =30). 15–17 years	Self-esteem inventory, Coppersmith self-esteem inventory, Adjustment inventory, empathy quotient	

Holt et al. (2008)	Do youth learn life skills through their involvement in high school sport? A case study	Canada	Ethnography	12 male student athletes and head coach	10 practices & 10 games	The coach created opportunities for the student to demonstrate initiatives, rather than directly teaching athletes about life skills.
Chaudhary and Mehta (2008)	Life skills intervention at high school: A needed pedagogic shift	India	Experimental	94 students between 13 And 15 years, m = 59, f = 35	Self- administered semi-structured Questionnaire,	Improve their self-image as well as Boost their confidence level

Adolescent as better individuals and ready to face challenges through life skill Education

Understands their Need, Rights & Responsibilities- Giving pupils life skills instruction can be beneficial since it focuses on their needs and teaches them self-control, practical skills, and cognitive, mental, social, and emotional abilities that are necessary for life adaptations (Prajapati et al., 2017; Umesh & Kaur, 2019). Adolescents could clarify their concerns and learn about their rights with the help of life skills education (Dinesh & Belinda, 2014).

Able to Face reality- The ability to adapt and display positive behaviour that enable a person to meet all of life's demands and obstacles is referred to as having "life skills" (Jaya et al., 2018). It improves a person's capacity to fulfil the demands of contemporary society and aids in resolving the aforementioned problems in a way that makes desired behaviour practicable (Umesh & Kaur, 2019). Additionally, life skills are seen as a skill that one must possess in order to be willing and courageous to confront life's challenges and live naturally without feeling under pressure, then actively and creatively look for and find solutions in order to eventually be able to conquer the challenges (TBBEDPN, 2002; Jaya et al., 2018). A person's capacity for dealing with disputes in life and for being with others when it is appropriate (Akbari & Saadatmand, 2014). The curriculum gives young people the self-assurance and competencies they need to deal with difficult circumstances and succeed in developmental activities (Velasco et al., 2022). Developing life skills makes it easier to adjust to different circumstances and individuals. (Subasree & Nair, 2014). Their ability to face life's realities is strengthened by their life skills. (Dinesh & Belinda, 2014). Youth can overcome these challenges in life by receiving life skill training through life skill education (Umesh & Kaur, 2019).

Life, future and health- An individual needs life skills, which are a continuum of knowledge and abilities, to be able to live independently (Anwar, 2004; Michael & Brian, 2001; Jaya et al., 2018). To live a healthy, fulfilling, and productive life, one must develop the fundamental behaviours that make up life skills (Pujar et al., 2014). Another viewpoint claims that a person needs life skills on a regular basis in order to succeed in managing their lives (Jaya et al., 2018). Life skills are essential for boosting children's and teenagers' health and wellbeing because they enable the development of knowledge, a positive attitude, and values for leading a healthy life in the future (Tiwari et al., 2020). Life skill education is helpful for rural adolescent girls to pursue a happy and healthy growth (Pujar et al., 2014). Developing life skills makes it easier to adapt to different circumstances and people, which promotes a happy and healthy lifestyle (Subasree & Nair 2014).

Conclusion

Studies amply demonstrate the rise in adolescent aggression, suicide thoughts, drug usage, and depressive disorders. A life skills approach is a best-practice example of how to support adolescents' healthy development. In a conceptual sense, life skills are a collection of aptitudes that serve as the foundation for behaviour adjustment, good conduct, and beneficial behaviour. This demonstrates that teaching adolescents' life skills was very beneficial, and it will equip them with necessary abilities to have a positive outlook on life. It might be claimed that a learner's capacity to alter attitudes and behaviours that enable him to deal with a variety of problems in daily life is what makes up his life skills. Life skills are essential for adolescents as they navigate through their teenage years and prepare for adulthood. Life skills can be acquired through formal education, community programs, and mentorship. By developing a strong foundation of life skills, adolescents can be better equipped to face the challenges and opportunities of this stage of life and build a successful future.

In order to raise awareness and give adolescents guidance and direction, life skills education is essential. Our findings are in accordance with those of many other researchers, including Botvin et al. (1998), Nair M. K. C. (2005), Prajapati et al. (2017), and they support the notion that life skill education programmes serve as an effective support system for teenagers. Life skills are essential for enhancing coping mechanisms, developing emotional intelligence and self-confidence, as well as improving critical thinking, problem solving, and decision-making abilities. They are also essential for preventing the adolescent from degrading and for maximising the child's potential, as has been amply shown in the studies mentioned above. This capacity enables people to accept their social responsibilities and to deal with daily challenges, especially in interpersonal relationships, without harming themselves or others. It is possible to draw the conclusion that life skill education is important for teenagers' overall development in light of the discussion above.

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