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Awareness of Life Skill Education among Adolescence

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Email: jhanvishsh09@gmail.com**Abstract**

Swami Vivekananda, Mahatma Gandhiji gives more important to man making education with bundle of information in the particular area. The term 'Life skill' refers the skills need to make the most out of life. Life skills are usually associated with managing and living a better-quality life. Life skills enable us to translate knowledge, attitude and values into actual abilities. Life skills are abilities that enable adolescents to enable deal effectively with demands and challenges of every life. Adolescence is a time where in teenagers goes through a lot of physical and emotional changes. Their body begins to grow rapidly shape and size. They also experience hormone change make them uncomfortable. If adolescents are equipped with life skills they will be able to cope with all such situations successfully. This paper reflects on awareness of life skill education for Adolescence, which is very important in today's challenging life. In fact, life skills are the inevitable part of the modern era which is essential to sustain in the cut-throat competition through the Globe. The importance of equipping adolescents with life skills to make informed decisions, solve problems, and lead a healthy lifestyle.

Key words: Life skills, Adolescents, Education, WHO, Awareness

1. Life Skill: Life skills are essential abilities that enable individuals to navigate everyday challenges, make informed decisions, and achieve their goals. According to the World Health Organization (WHO, 1999), life skills are “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” These skills are crucial for students at the secondary education level, as they prepare to transition into adulthood and face various challenges in their personal and professional lives.

Academic performance is significantly enhanced when students possess strong life skills. Research has shown that students who develop life skills such as critical thinking, problem-solving, and communication tend to perform better academically (Durlak et al., 2011). Moreover, life skills promote social and emotional learning (SEL), which is critical for 3 students to develop healthy relationships, manage stress, and make informed decisions (Weare & Gray, 2003). In addition to academic benefits, life skills play a vital role in career development and employability. Employers seek individuals who possess strong communication, teamwork, and problem-solving skills, among others (Mayer &

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Salovey, 1997). By developing these skills, students can increase their chances of success in the workforce. Furthermore, life skills such as time management, self-awareness, and self-regulation are essential for independent living and overall well-being (Kumar, 2017).

However, life skills are vital for students at the secondary education level. They enhance academic performance, promote social and emotional learning, develop critical thinking and problem-solving skills, foster effective communication and collaboration, support career development and employability, encourage healthy habits and well-being, and prepare students for independent living. By prioritizing life skills education, educators can empower students to succeed in all aspects of life.

2. Life Skill Education:

Life skills education is to equip individuals with appropriate knowledge on risk taking behaviors and develop skills such as communication, assertiveness, self-awareness, decision-making, problem solving, critical and creative thinking to protect them from abuse and exploitation (UNICEF, Citation2015; WHO, Citation1993). Life skills programs are conducted with a focus on specific life skills, depending on the setting. For example, special life skills education programs are designed to promote positive skills. Importance of Life Skill Education:

Importance of Life Skills Life skills incorporate psychosocial abilities and interpersonal skills that assistance individuals make informed conclusion, solve problems, think critically and creatively, communicate effectively, build healthy relationships, relate with others, and adjust to managing their lives in a sound and beneficial way. Basically, there are two kinds of skills - those related to thinking termed as “thinking skills”, skills related to dealing with others termed as “social skills”. While thinking skills, identify with reflection at an individual level, social skills incorporate interpersonal skills and do not necessarily rely on logical thinking. It is the mix of these two kinds of skills that are required for accomplishing assertive behavior and negotiating effectively. “Emotional” can be perceived as a skill not only in making objective decisions, but also in being able to influence others agree to one's point of view. To do that, settling first with oneself is vital. In this way, self-management is an important skill, including managing/coping with feelings, emotions, stress and resisting peer and family pressure. The young individuals as supporters require both thinking and social skills for agreement building and promotion of issues of concern.

- -Life skills help teenagers to transit effectively from adolescence to adulthood by a healthy development of social and emotional skills.
- -It helps in the advancement of social competence and problem solving skills, which in turn enable adolescents to shape their own particular personality.
- -It helps to measure the pros and cons of the condition, hence, act as a mediator to problem behavior,
- -It advances positive social standard that an effect the adolescent health services, schools and family.
- -It enables adolescents to differentiate amongst hearing and listening and thus, ensuring less advancement misconceptions regarding issues such as drugs, liquor abuse and so forth.
- -It defers the beginning of the abuse of tobacco, alcohol and so on.
- -It assists the improvement of positive confidence and teaches outrage control. “Life Skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights.” (WHO, 1999).

Need of Life Skills for Adolescents

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Adolescence is the most basic period of an individual. It indicates the transitional stage from youth to adulthood marked by obvious physical, cognitive, emotional and social changes. The inbuilt taboos exist in the general public in the form of command and supports from the near and dear ones guide the adolescents to grow in development. Ways of life have changed because of globalization and technology invasion from day to day affairs in a big way. The very focused, competitive world of today and the absence of traditional standards and support have increased the stress among adolescents resulting in various mental health issues such as depression, anxiety, loneliness, rejection, modesty, anger, conflicts in interpersonal relationship and failure.

Needs of awareness of life skills are:-

1. It is relatively simple to impart esteem and influence at this formative stage to create responsible and safe behaviour in future life.
2. Peer pressures are exceptionally motivating factors in adoption of particular behavior patterns.
3. They are in a phase of experimentation. At this age, it empowers them to make informed and responsible choice about their ways of life.
4. Correct information and qualities imparted to one group of adolescents passes effortlessly to the next youngsters.

Review of related Literature:

The present study aims to investigate the relationship between life skills and school environment among secondary school students. Life skills are essential for students to succeed in academics and beyond. Research has shown that school environment plays a significant role in shaping students' life skills. This review of related literature examines recent studies on life skills among adolescents and secondary school students in India.

Eljo et al. (2003) found that the majority of respondents had a low level of overall life skill, which improved after intervention. Wahlund et al. (2022) observed that most adolescents in Child Care Institutions possessed a low level of life skill, with significant differences between male and female respondents. Sudha and Mythili (2022) found that most high school adolescents had average life skills, with a significant difference in life skills based on the medium of instruction. Raju and Rao (2022) evaluated the critical analysis of life skills among secondary school pupils and found that most pupils had an average level of life skills. Menu & Rani (2021) observed significant gender differences in cognitive and interpersonal dimensions of life skills among secondary school students.

Essential Life Skills for Adolescents:

Digital Skills:

Digital literacy enables children and young people to use and undertake technology, search for and manage information, create and share content, collaborate, communicate, build knowledge.

1. Transferable Skills:

These skills are called 'life skills', '21st century skills', 'soft skills', or 'socio-emotional skills'. These allow adolescents to become agile learners and global citizens equipped to navigate personal, social, academic and economic challenges. These include Self-awareness, Empathy, Critical thinking, and Creative thinking, Problem-Solving, Communication, managing emotions, flexibility and leadership.

- i. Self-awareness: Student has to possess attentiveness towards life, carefulness towards life, systematic planning about life will come under self-awareness.
- ii. Empathy: Empathy is a deep sense of feeling about oneself. It means any agony faced by our relative or friend the other has to feel the same feeling is the empathetic attachment.

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- iii. Critical Thinking-Student has to possess the capacity of thinking. Thinking can be applied to social issues or subject issues will be considered as critical thinking
- iv. Creative Thinking-Creative thinking is thinking differently. The students have to diagnose any issue in different ways and ultimately choose the best one among all.
- v. Problem Solving-This problem solving method applicable to both the social issues and endemic issues. In this method the students have to use his cognitive capacities for solving the problem.
- vi. Interpersonal Relationship-The relationship between the peer group, teachers, and family members should be maintained perfectly and positively. Students should cultivate harmonious relationships between the people.
- vii. Effective Communication Exchange of ideology between one person to another person and this vehicle is known as effective communication. The student has to develop their vocabulary, grammar and pronunciation to enhance their effective communication ability.
- viii. Coping with Stress - Stress is a painful psychological threat to a person. In order to reduce stress the student has to come up with the stress. Systematic planning in life will make to cope up with stress with students.
- ix. Coping with Emotions-Negative emotions cause damage to the individual in both psychological and physiological ways. Students have to maintain tolerance for their negative emotions which is a positive sign for their development

Mechanisms to build Life Skills in Classroom:

Imparting Life Skills Education in classroom has been researched meticulously. In the light of the above literature review, now have been a proven fact that it has positive outcome when taught as a part of curriculum Yadav P, Iqbal N(2009) and Ravindra Prajapati (2017) There are various past research indications, over life skills be implemented as a training program, as an intervention approach and a model contributing to healthy development of adolescents.

Various mediums have been employed to include life skills or 21 century skills such as sport, drama and fine arts, storytelling, experiential workshops mentoring initiatives, interactive classroom learning and discussion. There have been multiple innovations in the delivery of life skills in recent times, through games and simulations, experiential activities, and technology.

Different activities that can be used to enhance Life Skills in Students are as follows:

Classroom Discussions: An activity providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize the connection to it. Discussion develops skills in listening, assertiveness, and empathy.

Brainstorming: It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

Role Plays: Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feelings.

Groups: Groups are helpful when the time is limited as it maximizes student input. Allows students interactions, allows to, know, one another better work. which in a way enhances team building and tears.

Educational Games and Simulations: It promotes fun, active learning, and rich discussion as participants work hard to prove their points or earn points. They require the combined use of knowledge,

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attitudes, and skills and allow students to test out assumptions and abilities in a relatively safe environment.

Analysis of Situation and Case Studies: It gives a chance, to analyze, explore, challenges, dilemmas and safely test solutions for providing opportunities for working together in groups, sharing idea, new learning's and gives insight and promotes sometimes to see things differently.

Story Telling: Can help students think about local problems and develop critical thinking skills, creative skills to write stories, or interact to tell stories. "Story-Telling" lends itself to draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.

Debates: Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills. Role of Teacher in Life Skill Development:

The efficiency life skills are mainly depends on capabilities and attitudes of the teacher. Contain factors must be considered in the design of training programmes that help teachers incorporate soft skills into practice. Such capacity-building should explicitly provide opportunities for teachers to self-assess their own attitudes, values, and life skills proficiency, which strongly influence how they teach such skills to children. Teacher development has to allow for the practice and internalization of these skills, without which there will be a natural tendency to fall back upon familiar information- delivery teaching methods.

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