A STUDY OF CORE LIFE SKILLS OF ADOLESCENTS IN RELATION TO THEIR SELF CONCEPT DEVELOPED THROUGH YUVA SCHOOL LIFE SKILL PROGRAMME

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ABSTRACT

Education plays an important role towards the overall development of human beings. School education helps in the formation of a sound personality in the child. School education can broadly be classified as elementary (class I to VIII) and secondary (IX-XII) education. Today, more and more societal pressures, greater complexity, uncertainty and diversity, rapid changes in the environment and continued deprivation put adolescents at the crossroads of their lives facing an uncertain future in facing the responsibilities of adulthood and to enter the world of work. During the 21st century, life, globally, is undergoing significant transition and change. Among the most affected are the adolescents. Core life skills play an essential part of adolescents which are the future of our country. The study investigated the relationship between self concept and core life skills selected randomly 500 adolescents studying in secondary classes of sarvodaya schools situated in south Delhi under gone for YUVA (SLP). The Major findings of the study that there is a positive co-relation between Core Affective Life Skill and Self Concept of adolescents which means those who posses these essential skills are better confidence in all aspects.

KEYWORDS: Adolescence, Core Life Skill, Self Concept, YUVA

Introduction

Rapidly changing social, moral, ethical and religious values have ushered in certain 'life styles' in the present society especially among the youth. Certain inbuilt buffers of the society (both as support and control) are no longer available to the adolescents of today (for instance: extended family system, the smaller community that is personal and closed uniform culture - in the smaller circle of living, traditional ways of thinking. The stress faced by the adolescent in such a current situation is enormous. This is reflected by raising suicide rates and growing crime among young persons. There is an urgent need to provide today's youth with a new set of ways and systems to deal with the demands of life. Since the 'individual' rather than the 'system' is recognized as the basic unit of the society, it is essential that the youth be helped to develop skills inherently to handle a wide variety of choices, changes and stressors.
Understanding Adolescent:
Adolescent is derived from Latin verb “adolescere”; the literal meaning of “adolescere” is apparent, “to grow” or “to grow to maturity”. The term “adolescence”, as it is used today, has a broader meaning. It includes the process of mental, emotional, and social maturation. The concept of adolescence as a period of life distinct from childhood or adulthood has some roots in writings from the distinct past. Adolescence is often described, as an exciting transitory phase in the human life cycle but is perhaps the most challenging stage as well. This is a time when adolescents evolve into adults with newly discovered independence and renewed responsibilities. They are constantly in search of their own new identity. They tend to question and appreciate the values of the adult world and try to assert their identity. During adolescence they develop skills that will help them to grow into caring and responsible adults. When adolescents are supported and encouraged by caring adults, they thrive in unimaginable ways, becoming resourceful and contributing as members of their families and societies.

Self-Concept:

‘Self Concept’ is the sum total of all an individual can call his own, including both physical and mental data. The self is totality of our impressions, thoughts and feelings such that we have a continuing conscious sense of being. It is a composite of ideas, feelings and attitudes a person has about himself. It includes one’s self esteem sense of personal worth, and one’s sense of who or what one would like to be or one’s ideal self.

The Western concept of the “self”, as an individual, entirely separate from its social context and relationships, is relatively a recent development. This does not mean that social influences can be entirely discounted. From the very beginning, psychological theories of the self have recognized how important other people are in influencing the ideas, which we develop of ourselves. William James (1890) argued that the self-concept develops from social comparisons. He argued that we compare ourselves as significant to others and use this information to develop an idea of what we are like. G.H. Mead (1934) also emphasized the importance of social interaction, in the development of the self-concept. He saw the self-concept as being informed directly through social expedients. Self-concept or self-identity is the sum total of a being’s knowledge and understanding of his or her self (acc. to Wikipedia.org). Components of the self-concept include physical, psychological and social attributes, which can be influenced by the individual’s attitudes, habits, beliefs and ideas. Everyone has a concept of what they are and who they are. Some people are more aware of this than others, because there are individuals who go through a day of work or social interaction without considering who they really are or how they fit into the world around them.

Individuals have within themselves relatively boundless potential for developing a positive and realistic self-concept. This potential can be realized by people, places, policies, programs and processes that are intentionally designed to invite the realization of this potential. It’s not as easy as knowing the person we see in the mirror, because self concept is much more an internal factor in our lives, separate from how we look to others. Many of the successes and failures that people have experienced in many areas of life are closely related to the ways that they have learned to view themselves and their relationships with others.
Core Life Skills:

Core life skills are ability for adaptive and positive behavior that individuals to deal effectively with the demands and challenges of everyday life. Adaptive means that a person is flexible in approach and is able adjust in different circumstance. Positive behavior implies that a parsing is forward looking and even in difficult situating can find a ray of hope and opportunities to find solution. World Health Organization (W.H.O) has defined life skills as, “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. UNICEF defines life skills as, “a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, attitude and skills”. Thus, life skills are essentially those abilities that help promote mental well being and competence in young people as they face the realities of life. Life skills have been defined as follows: “Personal and social skills required for young people to function confidently and competently with themselves, with other people and with the wider community” (TACADE, UK). Life skills are the skills necessary for successful living. They are the abilities for adaptive and positive behavior that enable individuals to deal with the demands and challenges of everyday living. Essential life skills include such things as being able to recognize and describe one’s feeling, giving and receiving feedback, recognizing assumptions, setting realistic and attainable goals, and employing problem-solving strategies. In other words Life skills are abilities that facilitate the physical, mental and emotional well-being of an individual and competence in young people as they face the realities of life.

They can be categorized as:

Categories of Core Life Skills:

a. Core Affective Life Skills: Core affective life skills consisting of four core life skills such as: Coping with stress, Empathy, Interpersonal relationship and Coping with emotions.

b. Core Cognitive Life Skills: Core cognitive life skills consisting of six core life skills such as: Self awareness, Critical thinking, Decision making, Effective communication, Creative thinking and Problem solving.

YUVA School Life Programme:

YUVA School Life Skills Programme (SLP) is a specific and coherent plan of action to help children become happy, healthy, responsible, and productive citizens and covers a very large spectrum of themes such as promoting positive values, civic and social awareness, nutrition, health and hygiene and a separate module for teachers and parents. What makes the YUVA SLP stand out is that it has already been trailed with over 40,000 teachers and Principals, with remarkable results.

Concept Behind School Life Programme:

YUVA School Life Skills Programme (SLP) for adolescents are designed based upon the need for Life Skills Education (LSE) as laid down by the World Health Organisation (W.H.O), namely: Self-Awareness and Empathy, Creative Thinking and Critical Thinking, Decision-Making and Problem-Solving, Effective Communication and Interpersonal Skills, Coping with
Emotions and Coping with Stress. Life Skills Education is the Higher Order Thinking Skills (HOTS) of the kind now advocated by the CBSE and all educationists.

**Objectives of the study**

1) To study the relationship between Core affective life skills and Self Concept of adolescents developed through YUVA School Life Skills Programme.
2) To study the relationship between Core cognitive life skills and Self Concept of adolescents developed through YUVA School Life Skills Programme.

**Hypothesis of the study**

There is no significant relationship between Core affective life skills and Self Concept of adolescents developed through YUVA School Life Skills Programme.

There is no significant relationship between Core Cognitive life skills and Self Concept of adolescents developed through YUVA School Life Skills Programme.

**Sample**

The sample was randomly selected adolescent students from ten Government Senior Secondary Schools of South Delhi undergone for YUVA SLP. 50 students were taken from each school, 25 each from Class classes VIII and XI respectively. So, a total sample of 500 adolescent students were taken from ten Government Senior Secondary Schools of South Delhi.

**Tool Used**

The investigators used Self Concept developed by Dr Pratibha Deo and Self made test of Core life skill comprising of 50 statements covering of ten areas of core life skill viz. Coping with stress, Empathy, Interpersonal relationship and Coping with emotions, Self awareness, Critical thinking, Decision making, Effective communication, Creative thinking and Problem solving. Split- half and test retest reliability of the test is .79 and .80 respectively.

**Studies related to Core Life Skill**

Lineo. Kolosoa, Institute of Development Management–Lesotho, (2009), had conducted a study on Life Skills of adolescents. The introduction of Life skills education at both basic and tertiary education was meant among other things to improve all aspects of the quality education, ensuring equitable access to appropriate learning and facilitating Education for All (EFA) and Millennium Development Goals (MDG) initiatives. The purpose was to explore the main components of life skills programmes in place at Lesotho education system to address development problems such as poverty reduction, preventing spread of HIV/AIDS and alcohol and drug abuse. The study examined how the programmes were implemented and evaluated at Primary schools, Secondary schools and institutions of higher learning. Qualitative data was collected through document review and analysis; interviews of policy-makers in the Ministry of Education and Training, Deans of the Faculty of Education in the institutions of higher learning, principals, education officers and curriculum developers. The findings highlight a number of issues and potentials emanating from assessment and evaluation, quality and teacher capacity in the delivery of the programmes. In order to fully address equity and access of essential life skills,
the study recommends that the government of Lesotho should also consider delivering the programmes through Open and Distance learning mode and to learners participating in ODL.

The Department of Adult and Continuing Education (2006) organized an International Workshop on life skills Education for Youth Development in at the University of Madras. The Workshop was organized with the support of the UGC. The main points discussed in the workshop were that life skills are essentially those activities that help promote mental well being and competence in young people as they face the realities of life. Developing life skills helps adolescents translate knowledge, attitude and values into health behaviors that improve their lives in general. The objectives of the workshop were to integrate Life Skills Education in the curriculum at college level, to design and develop Training Manual on Life Skills Education, to design and develop learning modules for Life Skills Education to design and develop training methods and programmers for colleges and community.

Gamble, B. (2006) in his article on teaching life skills for Student Success had written that Chicago Public Schools (CPS) recognized that their graduates were still struggling to find employment. They also concluded that those graduates who found employment were having difficulty retaining their jobs. Chicago educators hired the company All Students Can Learn to write curriculum that addresses employability skills for junior high school students through university students and adults entering the workforce. CPS then piloted this curriculum with great Success. This article describes teachers and students responses toward this curriculum.

Jones, Brian, Iredale, Norma wrote (August 2006) an article titled developing an Entrepreneurial Life Skills Summer School in which they said that successive governments in the UK have increasingly stressed the need for a more enterprising society. Much of the emphasis had been placed upon educationalists to introduce more elements of enterprise into the school curriculum at all levels, and new and innovative ways to initiate the subject matter is increasingly being sought. This article described a summer school that is a part of this initiative. It was stress the difference between Traditional and Enterprise modes of learning and contests that compared with traditional methods of teaching and learning; enterprise education requires a different pedagogical approach and aims to qualitatively change the educational experience. It was suggested that traditional teaching is better suited to the needs of the “old” economy with the enterprising approach being more conductive to the needs of the new flexible market economy.

M.K.C.Nair (2005)in his article wrote that Adolescence was a period of experiencing, and expanding. Adolescence needed help and guidance in decision making, problem solving, critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress and managing emotions. Beneath frequent violent outbursts, sudden mood swings and related interpersonal problems of an adolescent, there may be a person crying out for a professional help. Extra care was needed while offering help to adolescents problems because it was not easy for teenagers to accept the fact that they need help. The Family Life and Life Skills Education Programmed is a good support system for adolescents at the community level.
Sharma S, (2003) had published a paper on measuring life skills of adolescents in a secondary school. The objective of this study was to develop a scale to measure life skills and to assess the levels of life skills in adolescents of a secondary school at Kathmandu. She concluded that most of the teachers were not aware of the concept of life skills. Maternal education was significantly associated with higher life skill levels in adolescents. Connectedness and family support were other important factors influencing the level of life skills in the adolescents.

Zollinger, T.W., Commings, S.F., & Caine, V. (2003) conducted a study on evaluations of school-based tobacco prevention and control programs were yield mixed results. This study assessed the impact of the Life Skills Training Curriculum on Marion Country, Ind., middle school student’s knowledge, attitude, and ability to make good lifestyle decisions. From 1997 to 2000, students in grades six to eight in the study schools received the Life Skills Training curriculum. Survey data were used to compare tobacco use behavior, attitudes and knowledge of those exposed with those not exposed to the program. Of the students surveyed, 12.5% were currently smoking. There were significantly fewer current smokers, and more students exposed to the program indicated they intended to stay smoke-free. Fewer of those participating in the program “hung out” with smokers and more said they should easily refuse a cigarette if offered one. Students completing the Life Skills Teaching Curriculum were more knowledgeable about the health effects of smoking. Program effects were different for male and female students as well as for White and Black students.

Botvin, G.J., Griffin, K.W., Paul, E., and Macaulay, A.P (2003) examined the effectiveness of a substance abuse prevention program in preventing tobacco and alcohol use among elementary school students in grades 3 through 6. The prevention program teaches social resistance skills and general personal and social competence skills. Rates of substance use behavior, attitudes, knowledge, normative expectations, and related variables were examined among students (N=1090) from 20 schools who were randomly assigned to either receive the prevention program (9 schools, n=426) or serve as a control group (11 schools, n=664) who did not. Data were analyzed at both the individual-level and school-level.

UNESCO with the Ministry of Human Resource and Development organized a workshop on life skills education in (December 1998). The basic purpose of the workshop was to look for a life skills Approach that can be integrated with the Non Formal Education curriculum so that the out of school children can manage the day to day situations in their lives. The programmed were to be developed keeping the following goals in mind : to involve the staff, parents, peer group and community to help the out of school children develop positive Qualities, to ensure the young ones are committed positively to their families, to help them solved problems co-operatively. To allow the learners to handle negative pressures from their peers. It was discussed that life skills should not be taught in isolation, but should be with health and major life issue education. The main conclusion of the workshop was that everybody needs life skills and programmers should be developed to integrate them with the Non Formal Education curriculum
Abraham (1991) conducted a study on the awareness, attitudes and skills of secondary school students on population issues they found that a significant role being played by religion, sex, and educational background of father and mother towards knowledge on population issues.

Agarwal (1990) while investigating into the awareness among primary and secondary school teachers towards population problem and attitudes towards population education revealed that caste seemed to be a significant variable in awareness of and attitude towards the population problem and population education

Botvin, G.J., Baker, et.al (1984) conducted a study on substance abuse prevention. The prevention strategy attempted reduce intrapersonal pressure to smoke, drink excessively, or use marijuana by fostering the development of general life skills as well as teaching students tactics for resisting direct interpersonal pressure to use these substances. Result indicated that the prevention program had a significant impact on cigarette smoking, excessive drinking and marijuana use when implemented by peer leaders. Furthermore, significant changes were also evident with respect to selected cognitive, attitudinal and personality predisposing variables in a direction consistent with non-substance use. These results provide further support for the efficacy of broad-spectrum smoking prevention strategy and tentative support for its applicability to the prevention of other forms of substance abuse.

Botvin, G.J., Eng, A., and Williams, C.L (1980) conducted a study in preventing the onset of cigarette smoking through life skills training. The effectiveness of a 10-session social psychological approach to the prevention of cigarette smoking was tested on 8th, 9th, and 10th graders) in suffere New York. The Program was designed to address both the social and psychological factors promoting the onset of smoking by attempting to: a) increase students ability to cope with direct pressures to smoke, b) decrease their susceptibility to indirect pro-smoking social influences, and c) improve their ability to cope with anxiety. The program was conducted by allied health professionals and utilized group discussion, modeling and behavior rehearsal. Results indicate significant differences between the experimental and control groups in terms of the proportion of new “experimental smokers”. Furthermore, there were significantly greater post-test changes for the experimental group on several of the knowledge and psychological measures, suggesting that the decrease in the onset of smoking behavior among the experimental subjects did occur for the hypothesized reasons.

Results

Relationship between Core Affective life skills and Self Concept of adolescents.

Analysis of Self Concept and Core Affective Life Skills:
Objective: To study the relationship between Core affective life skills and Self-Concepts of adolescents developed through YUVA School Life Skills Programme.

Hypothesis $H_0$: There is no significant relationship between Core affective life skills and Self-Concepts of adolescents developed through YUVA School Life Skills Programme (SLP).

A. Analysis of Self Concept and Core Affective Life Skills:

a. Correlations

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<th>SELFCONCEPT</th>
<th>CORE AFFECTIVE LIFESKILLS</th>
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<td>SELFCONCEPT</td>
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<td>Sig. (2-tailed)</td>
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<td>.222**</td>
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<tr>
<td>N</td>
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<td>500</td>
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</tbody>
</table>

COREAFFECTIVE LIFESKILLS

|                      | Pearson Correlation |                          |
| Sig. (2-tailed)      | .222**              |                           |
| N                    | 500                  | 500                       |

**. Correlation is significant at the 0.01 level (2-tailed).

Model Summary

<table>
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<tr>
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<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
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Pearson Coefficient of Self Concept and Core Affective Life Skills

b. ANOVA

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<th>Mean Square</th>
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Analysis of Variance between Self Concept and Core Affective Life Skills

Interpretation from the analysis of Self Concept with Core Life Skills as per the formulated hypothesis:-

a. Interpreting the Correlation Coefficient:

Correlations of Self Concept and Core Affective Life Skills shows that the Correlation is significant at the 0.01 or 1% level (2-tailed) which is given by Pearson coefficient of correlation, $r=0.222$. Hence the dependent variable, i.e, Core Affective Life skills are related directly to the independent variable i.e, Self Concept.
Analysis of Self Concept and Core Cognitive Life Skills

Objective: To study the relationship between Core Cognitive Life Skill and Self Concept of adolescents developed through YUVA School Life Skills Programme.

Hypothesis $H_0$: There is no significant relationship between Core Cognitive life skills and Self Concept of adolescents developed through YUVA SLP.

A. Analysis of Self Concept and Core Cognitive Life Skills:

a. Correlations

<table>
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<tr>
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<th>SELFCONCEPT</th>
<th>CORE COGNITIVE LIFESKILLS</th>
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<tr>
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<td></td>
<td>Sig. (2-tailed)</td>
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<tr>
<td></td>
<td>N</td>
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CORE COGNITIVE LIFESKILLS Pearson Correlation

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<td></td>
<td>Sig. (2-tailed)</td>
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</table>

*. Correlation is significant at the 0.05 level (2-tailed).

Model Summary

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<tr>
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<tr>
<td>1</td>
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<td>.022</td>
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Pearson Coefficient of Self Concept and Core Cognitive Life Skills

b. ANOVA

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</table>

Analysis of Variance between Self Concept and Core Cognitive Life Skills

A. Interpretation from the analysis of Self concept with Core Cognitive Life Skills as per the formulated hypothesis:

a. Interpreting the Correlation Coefficient:
Correlations of Self Concept and Core Cognitive Life Skills shows that the Correlation is significant at the 0.05 level (2-tailed) which is given by Pearson coefficient of correlation, r=0.149. Hence the dependent variable, i.e, Core Cognitive Life skills are related directly to the independent variable i.e, Self Concept.

**Findings :-**

**Relationship between Self Concept of Adolescents and Core Life Skills (Core Affective and Core Cognitive Life Skills):**

**Relationship between Self Concepts of Adolescents developed through YUVA SLP and Core Life Skills (Core Affective and Core Cognitive Life Skills):**

a.) The objective of the study was to find out relationship between self concept of adolescent and their core affective life skill to test $H_{01}$. After the analysis and interpretation of the data it was observed that the positive correlation between self concept of adolescent and their core affective life skills. So, null hypothesis $H_{01}$ is rejected.

b.) The objective of the study was to find out relationship between self concept pattern of adolescent and their core cognitive life skill to test $H_{02}$. After the analysis and interpretation of the data it was observed that the positive correlation between self concept and core cognitive life skills. So the null hypothesis $H_{02}$ is rejected.

- Hence adolescents having good Self-Concepts have improved both their core affective life skills and core cognitive life skills significantly through YUVA SLP.

**References:**


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Lineo. Kolosoa,(2009) “Life Skills of adolescents for National development regardless of their diversity in culture, economic conditions and social and political structures”.


The Department of Adult and Continuing Education,(2006) International Workshop on life skills Education for Youth Development in at the University of Madras”.
