

Need of Life Skill Techniques Among Youth and Challenges Faced by Teachers

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Abstract

Background: A person's overall set of life skills includes those that contribute to their happiness, health, and capacity for growth and development. Inspiring young people to prioritise their health, form meaningful connections with others, and make meaningful contributions to society are these fundamental life skills.

Our future lies in the hands of the young. Their contributions to the country's social, political, and economic growth are immeasurable. When we think about youth, it's best as a time when we're moving from being completely reliant on others as children to being fully autonomous as adults. It is believed that young people will adapt effortlessly to the complicated and dynamic environments in which they find themselves. As a whole, young people are thought of as being unfit for the workforce.

There is a gap between the Academic skills and the real-life skills required to be successful and productive in life. Skills relevant to survive in the workplace are also changing as per the times. Both technical and soft skills are often not covered in traditional education systems, employers often find a skills mismatch between the competencies youth need to excel in the workplace and those they actually possess.

In addition to the academic, vocational and technical skills the focus is now building to develop the competencies required to meet the uncertainties of the changing world. The youth today face severe challenges which hinder their progress and development. Some of the challenges faced by them are competition, peer pressure, social media addiction, cyber bullying, lack of focus, mental health issues, Body image anxieties, drug and alcohol abuse. There is an increasingly strong focus on developing comprehensive Life skill training for the youth. So that they become empowered responsible citizens of the world.

The study focuses on the demand for life skills among the youth and the various challenges that teachers confront. Based on secondary data, the study aims to comprehend how life skill practices assist youth in overcoming a variety of obstacles with a positive mindset.

Keywords: Life skills, youth, challenges, teachers.

1. INTRODUCTION

In an environment of growing complexity, unpredictability, and precarity, UNESCO created the Future of Education program to rethink how knowledge and education may impact humanity's futures. The WHO went on to say that programs intended to support positive behaviour and mental health must include the facilitation of life skills learning. As part of a complete school strategy meant to support schoolchildren's good and healthy psychosocial development, life skills education needs to change in the classroom. ([Dr. Thomas George Vengaluvakkal 2019](#)) The guru-chela/shisya Parampara educational theory of ancient India placed a strong emphasis on the teacher's role in the ward's literacy and knowledge development as well as personality development. But the current state of education in our nation is more goal-oriented than child-oriented. It ignores the requirements of all the kids who, despite having varying degrees of academic proficiency, are nonetheless able to learn and require the development of their abilities to become capable adults in our world. In the current Indian setting, where joint families and traditional support networks are disintegrating due to increased urbanization and globalization, empowerment is crucial. (Patel 2005)

Children and teenagers with strong psychosocial talents tend to have positive mental health and overall wellbeing (Savoji & Ganji, 2013; WHO 1993). The World Health Organisation (2016) found that adolescents can overcome psychological barriers to high-risk behaviour and poor mental health by acquiring additional abilities, including emotional, cognitive, behavioural, and resilience development. The development of psychosocial, emotional, cognitive, behavioural, and resilience abilities to deal with day-to-day obstacles and engage in constructive community involvement has been linked to life skills (Desai, 2010; Galagali, 2011).

Rapid physiological changes and psycho-social maturity are hallmarks of adolescence, a crucial time for the transition from childhood to adulthood. One's life is changing at this point, which is a time of both greater promise and vulnerability. The development of a self-image, controlling emotions, creating relationships, enhancing social skills, and coping with peer pressure are some of the major problems and concerns seen in teenagers. Teens are more likely to act impulsively and take risks because of the period of life in which they are at. While a lot of teenagers can handle difficulties well, some have trouble and may develop psychological illness. (J Kaur, V P Joshith, 2021) Lack of life skills and self-esteem can cause a variety of challenges for students acting as community agents in educational settings, since self-esteem is a crucial component of psychological structure and plays a number of roles in an individual's ability to function in social and educational contexts. For this reason, governments ought to give students' psychological well-being top priority in their programs. Human resources well-equipped for the job could help societies thrive in a changing global environment and win competitions. Due to this possibility, educational policies ought to implement a proactive program that teaches life skills and develops self-esteem (Muafi and Gusaptono, 2010).

Many schools across the world have already started teaching life skills. While life skills programs have been established in many countries' schools across various age groups, other projects are only implemented in a small number of schools. Many significant life skills projects exist in some nations; these initiatives are the product of various national entities, including non-governmental organizations, religious organizations, and education authorities. ([Life Skills Education in Schools, 1993](#))

As part of their education in life skills, children participate in an interactive learning and teaching process. Various methods are employed to foster active engagement, such as collaborating in pairs or small groups, engaging in role-playing, games, and conversations. The first step of a life skills lesson is for the teacher to poll the students for any ideas or background knowledge they may have about a real-world situation where the skill in question could be useful. The children might be asked to have more in-depth conversations about the topics brought up in pairs or small groups. Then, as practical application of skills is an essential part of life skills education, they might participate in brief role-playing scenarios or exercises that let them practice the skills in various contexts. Lastly, the teacher would give homework to motivate the students to continue practicing and discussing the material with their friends and family. ([Life Skills Education in Schools, 1993](#))

A child's early years have a lasting impact that can last a lifetime. The environment, diet, and health of the expectant mother all have an impact on the developing baby's brain. This process starts during pregnancy. The brain of a newborn continues to grow at a rapid pace after delivery, which has an impact on the child's learning potential, physical, intellectual, and emotional health, earning potential, and adult success. The years between birth and age eight are the most formative for a child's physical and mental development. During these years, the framework for future education is laid. Improving educational results and increasing learning in the classroom will have far-reaching social and economic benefits for society in the future, therefore it is important to create a firm foundation now. Scientific research has shown that children who participate in high-quality ECD programmes have better academic achievements overall and have a lower chance of dropping out or repeating a grade. (UNICEF)

2. REVIEW OF LITERATURE

1. **Nasheeda, A. 2008**, For many young individuals, adolescence is a difficult time of adjustment. Their life experiences several transformations in terms of their physical, cognitive, emotional, and social growth. Young people often find

themselves in the heart of disputes and arguments during these developmental stages because they feel that they can't express what they want to their parents, instructors, and other adults. These circumstances result in unneeded tension, problems with anger and low self-esteem, which in turn cause poor academic performance and disruptive behaviour both at home and at school. The Life Skills Education Programme is a sequence of self-improvement workshops that teach fundamental skills for social and personal growth, enabling young people to overcome obstacles in their lives. These skills will help them overcome obstacles in their lives. Teenagers gain improved interpersonal skills, a higher sense of self-worth, the ability to accept accountability for their actions, a more mature and adult-like demeanour, and the ability to make well-informed decisions during these sessions. As adolescents learn to accept themselves as they are, these abilities will support them in resisting peer pressure. According to the World Health Organization (WHO, 1998), "adolescence" is defined as the years between 10 and 19. Teenagers and young adults are used interchangeably in this paper.

2. **Esmailinasab, Maryam, Malek Mohamadi, Davoud, Ghiasvand, Zahra, Bahrami, somayeh, 2011**, The purpose of this study was to find out how well pupils in their teens responded to life skills training technique. This study, which involved 160 pupils in Karaj City, is a pseudo-experimental design. The study's subjects were chosen at random from a list of pupils from each of Karaj's schools, and they were then split into two groups. Students in the study group were taught life skills by qualified counsellors, and 80 recall participants were assigned as the control group. Following instruction in the training session, participants were given the 58-item Cooper Smith self-esteem measure. Outcomes The results of the study showed that, in comparison to subjects in the control group, life skills training significantly increased the self-esteem of the study group. Enhancing students' life skills and decreasing school and educational problems can be achieved through psychoeducation and mental health programs like life skills training. (1)
3. **Cecile Schultz, Mmalesweu Chweu 2012**, This article's foundational research looked at the benefits of a life skills program for college students in South Africa. The life skills approach is an engaging teaching method that goes beyond imparting knowledge. Information-based strategies must be used in conjunction with interpersonal and attitude-based abilities, sometimes referred to as "life skills," in order to effectively influence behaviour. The research strategy used by the authors was a quantitative method. A literature review served as the foundation for a Likert-type questionnaire. The primary factor analysis was employed for the purpose of data analysis. The findings showed that necessary components of a life that adds value include evaluations, mentor relationships, academic skills, facilitation abilities, and personal skills.
4. **Mrs. Sonu Rani, Mr. Neeraj, 2020**, A life skill is a collection of abilities that help us deal with problems that come up frequently in our day-to-day lives. Both schooling and first-hand experiences in daily life help students gain these talents. Students that learn life skills are better able to think creatively and solve problems in real life. Adolescents who possess life skills are more equipped to learn in new ways, take charge of their conduct, and make wise decisions that will hopefully result in positive values. The current study set out to examine life skills—all its dimensions—among senior secondary pupils. One hundred pupils enrolled in government and private schools in the Sonapat district made up the study's sample, which was chosen at random. A program called Life Skill Scale, created by M.N. Varanda in 2009, was utilized to gather data for this investigation. Utilizing the mean, SD, and "t-test," the data were examined. The study's data analysis revealed a statistically significant difference in the life skills of male and female students. More female students than male students possess all the life skill dimensions—decision making, problem solving, empathy, self-awareness, communication skill, interpersonal relationships, coping with emotions, coping with stress, creative thinking, and critical thinking.
5. **J Kaur, V P Joshith, 2021**, Context Teenagers deal with a lot of stress in their daily lives. Programs for life skills are intended to assist youth in developing more effective coping mechanisms and constructive ways to handle challenging circumstances. The primary aim of this study was to investigate the impact of a life skills intervention on stress, anxiety, and depression in Indian teenage populations. Methods: Using a multistage random sampling procedure, the study employed a quasi-experimental research design with 970 adolescents as participants. Three stages of the investigation were carried out. In order to screen Indian adolescents for depression, anxiety, and

stress, pre-testing was conducted in the first phase using the Punjabi version of the Depression, Anxiety, and Stress Scale (DASS). At Government Secondary Schools spread across 11 districts in Punjab, India, the life skills intervention was implemented with students in class IX during the study's second phase. The life skills intervention was completed with post-testing during the third phase. To data analysis, covariance analysis was performed. Conclusions Study participants' levels of stress, anxiety, and sadness significantly decreased after implementing the life skills intervention, according to the study's findings. Considering the possibility of incorporating these life skill programs within the academic curriculum, our findings recommend that more research be done on them.

6. **Jagpreet Kaur Manpreet Kaur, 2022**, The effectiveness of a school-based life skills intervention on secondary school students' psychological wellbeing is examined in this study. Using a cluster sample of eighty ninth-grade students, the study used a quasi-experimental research approach. The World Health Organization (WHO) designated 10 life skills, and the investigator included three activities on each of those skills in the life skills training module. The life skills training program was carried out in 40 sessions on school property. Each session lasted 40 minutes and took place in a classroom scenario. The current study's findings demonstrate a favourable and noteworthy impact of life skills instruction on secondary school students' psychological health. The study also discusses how the findings may affect teenage development considering the findings.

3. OBJECTIVES OF THE STUDY

1. To study the importance of life skills among youth.
2. To assess teachers' readiness to learn new life skills.
3. To Explore challenges teachers, confront when implementing life skills.

4. CHALLENGES FACED BY TEACHERS IN PROMOTING LIFE SKILL DEVELOPMENT AMONGST LEARNERS

Life skills are crucial tactics that people acquire through time and that enable them to successfully navigate the obstacles of everyday life. These tactics might take the shape of insights, values, or self-perception. These competencies primarily aid in enhancing the mental and physical fortitude of teenagers and young adults by discouraging negative behaviours such as aggression, substance abuse, and so on. ([Mahesh Kumar, Rajeswari 2020](#).)

The Ministry of Education implemented Life Skills Education (LSE) as a nationwide program in 2008 since it was deemed a crucial part of youth education (Department of Youth and Sports, 2014). Teenagers and young people in general are seen as the most significant and productive members of any community because of their high levels of mental and physical ability. Unfortunately, most of them are unable to fully utilize their potential because they lack the necessary direction, encouragement, and drive. The physical and mental resources of our children are depleted by these vices, which also push them into risky behaviour that eventually seeps into society and greatly impacts every individual inside it.

Although there are many benefits of LSE for lowering behavioural and psychosocial issues in teenagers, several earlier research carried out in other countries noted that integrating LSE into the classroom proved to be challenging. For instance, Botvin (n.d.) listed the following as the main barriers to LSE: insufficient funding, a lack of commitment from administrators and teachers, inadequate training for instructors, low morale among teachers, lack of classroom discipline, and insufficient time. ([Chencho Wangch et.al September 2019](#))

Time constraints, inadequate teacher training, problems with assessing qualitative skills, the social and emotional dimensions of life skills, students' disinterest owing to academic pressures, inefficient scheduling, and extracurricular activities' demands were enumerated as the primary hurdles to the introduction of life skills education in Indian schools by Nileena (2012), Singh and Sharma (2016), and Behrani (2016).

When teaching complicated life skills, teachers encounter several difficulties. One issue is the dearth of professional development opportunities and learning and teaching support materials (LTSMs) for integrating methods into lesson presentations. The availability and suitability of teaching and learning resources for implementing life skills education in secondary schools present another difficulty. Participating in continuing professional development (CPD) can bring about change, but it can also be difficult because of the intricate interactions that exist between program, school, and individual circumstances. Implementing life-skills-based programs can be challenging for special education teachers due to several issues, including a lack of easily available curriculum and life skills standards. These difficulties make it more difficult for teachers to impart sophisticated life skills to students and may have an adverse influence on the standard of instruction.

Lack of knowledge

Lack of sufficient pedagogical and content knowledge of Life skills can influence the manner in which the Life skill program is implemented.

Curriculum Integration

An integrated approach of life skills along with the Academic skills can facilitate a successful implementation of the program.

Time Constraint

Teachers are often encumbered with a very compressed schedule to complete the curriculum within the given time frame. Inability to allocate sufficient time for life skill activities can be cited as a major deterrent in the successful implementation of skills

Teacher Training

Teachers lack professional development training to incorporate the Life skill education. Proper training equips the teacher with relevant strategies required to execute the model incorporated. Gaps observed between Pre-service training, in -service interventions and supervision by the seniors impact the efficiency of the teachers. Due to financial constraints and other logistics concerns sometimes only a handful teachers are given the opportunity to get the training. They in turn are responsible for training the rest of the staff. This dilutes the training effectiveness.

Teachers Motivation

Implementing Life skill education requires innovation and creativity. The traditional teaching strategies cannot be applied in this context. Teachers are generally more inclined to concentrate further towards examinable outcomes and promote academic excellence.

Resource Limitations

Maintaining the interest of young people in life skill education calls for an abundance of materials. Obstacles in the implementations arise from the limited resources that are available. Positive attitude development in learners should be facilitated by the teaching and learning resources available for Life skill education. Textbooks, charts, and other instructional materials are essential for teachers. Learning is hindered in the absence of these resources. The resources' availability or lack of them has a significant impact on how a curriculum is implemented.

Student Engagement

Today's youth are dynamic and full of energy and vitality. They face various challenges which hinder their progress and development. Students attitude impacts the execution of the learning process.

Assessment

Life skill education is subjective and not easy to quantify. Skills like team work, problem solving, self -management, communication skills are not easy to evaluate. Lack of standardized assessments cannot define definite outcomes.

Parent Involvement

Parents play a significant role in the implementation of the curriculum. Parent participation to execute the skills at home promotes the life skill education. Inopportune life skill education is evaluated through the lens of employment readiness rather than life readiness.

Diverse Learning Abilities

Life skill training methodologies should be flexible to adapt to different learning styles that exist in the classroom. Learning by doing, in small groups and at an individual level optimize learning. Adaptation of these practices and maintenance of consistency can pose as a challenge towards the learning process.

School Management

Active involvement of school management to provide financial assistance and support to the teachers, students and parents facilitates the successful implementation of the program.

6. PREPAREDNESS OF TEACHERS IN ACQUIRING THE SKILL FOR TEACHING

Policymakers and education specialists in India have advocated for the inclusion of life skills education in the country's formal school curricula. Adolescence Education Program (2005), National Curriculum Framework (2005), and National Curriculum Framework (2000) all stressed the significance of a strong link between classroom instruction and the development of transferable skills in order to better equip students to deal with real-world problems such as drug abuse, violence, teen pregnancies, and HIV/AIDS. It is important to provide students with opportunities to learn and grow throughout their school years. It is recommended to incorporate work-related knowledge interventions, inquiry-based learning, and constructive learning experiences. In addition, NCF (2005) made it very clear that the AEP should not be practiced alone but rather taught in schools as part of the curriculum. (Dr Jatinder Grover 2008)

- Incorporation of Life Skills into The Current Curriculum.
- Examine how much the teachers currently know about life skills.
- Provide ongoing supervision and supporting supervision; Provide specialized training programs that are in line with the life skills incorporated into the curriculum.
- Arrange for the tools and materials needed to carry out the life skill program.
- Create uniform evaluation criteria for life skills assessments.
- Encourage instructors on a regular basis and recognize their important work.
- Establish a best practices approach so that educators can share knowledge and recognize when life skill activities are successfully implemented. Share your achievements.
- Teachers should be encouraged to exhibit positive behaviour as role models. Include a setting for learning that encourages learning through experience.

7. RESEARCH METHODOLOGY

The primary objectives of this study are to determine need of life skill techniques and assess teachers' preparedness also the paper focused on challenges faced by teachers in imparting life skill techniques. The data abstracted from various research papers and articles available online. The sole source of data included in the study is secondary, and its main goal is raising awareness among young people about the importance of life skills. The article tried to concentrate on the different difficulties educators face when teaching young people life skills. An endeavour is being made to emphasize how important it is to learn additional life skill practices.

8. DATA ANALYSIS AND INTERPRETATION

Demographic Variable	Category	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
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Gender	Female	119	79.3	79.3	79.3
	Male	31	20.7	20.7	100.0
	Total	150	100.0	100.0	100.0
Age	18-20	83	55.3	55.3	55.3
	20-25	67	44.7	44.7	100.0
	Total	150	100.0	100.0	100.0
Education	Under Graduate	15	10.0	10.0	10.0
	Senior Higher Secondary	135	90.0	90.0	100.0
	Total	150	100.0	100.0	100.0

According to the demographic frequency table provides a comprehensive overview of the survey sample population's composition across three variables: gender, age, and education. The gender distribution indicates a predominance of female respondents, who make up 79.3% of the sample, while males constitute 20.7%. Age-wise, the sample is relatively young, with 55.3% of respondents falling within the 18-20 years' age group, and 44.7% in the 20-25 years' age group. This suggests that the majority of the respondents are in the early stages of adulthood. In terms of educational attainment, a significant majority (90%) have completed senior higher secondary education, whereas 10% are undergraduates. This demographic profile highlights that the surveyed population is predominantly young, educated females, which provides a specific context for understanding their readiness to learn new life skills.

1. To study the importance of life skills among youth.

Null Hypothesis (H0): There is a significant impact of the importance of life skills among youth

Alternative Hypothesis (H1): There is no significant impact of the importance of life skills among youth

2. To assess teachers' readiness to learn new life skills.

Null Hypothesis (H0): Teachers are ready to learn new life skills.

Alternative Hypothesis (H1): Teachers are not ready to learn new life skills

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Are you open in learning new life skills for an effective conflict resolution, digital literacy, stress management) which can enhance your teaching and personal development.	Between Groups	319.233	1	319.233	3.658	.000
	Within Groups	158.731	686	.231		
	Total	477.964	687			
Are you willing to participate in training programs or workshops to acquire new life skills.	Between Groups	95.766	1	95.766	7.536	.000
	Within Groups	75.465	686	.110		
	Total	171.231	687			
Do you feel supported by your school administration in pursuing opportunities to learn new life skills.	Between Groups	2.548	1	2.548	4.095	.023
	Within Groups	426.731	686	.622		
	Total	429.279	687			
Have you experienced significant benefits from applying life skills in your students decision making	Between Groups	272.433	1	272.433	6.811	.000
	Within Groups	201.647	686	.294		
	Total	474.080	687			

The ANOVA analysis reveals significant differences across several aspects of teachers' readiness to learn new life skills and their perceived support from school administration. There is a statistically significant difference in openness to learning new life skills ($F(1, 686) = 3.658, p = .000$), indicating variability among teachers in their willingness to adopt new skills. Additionally, significant differences exist in the willingness to participate in training programs ($F(1, 686) = 7.536, p = .000$), suggesting that teachers' enthusiasm for engaging in skill development programs varies. Teachers' perceptions of administrative support also vary significantly ($F(1, 686) = 4.095, p = .023$), highlighting differences in how supported teachers feel by their school administration when pursuing opportunities to learn new life skills. Lastly, there are significant differences in the perceived benefits of applying life skills in students' decision-making ($F(1, 686) = 6.811, p = .000$), indicating that the benefits teachers experience from applying life skills in educational contexts are not uniformly perceived. Therefore, the null hypothesis is accepted "Null Hypothesis (H0): There is a significant impact of the importance of life skills among youth" and rejects the alternate hypothesis. Overall, these findings highlight that teachers' readiness to learn new life skills, their willingness to engage in training, their perception of support, and the benefits they experience from applying life skills differ significantly across groups.

Test Statistics				
	Are you open in learning new life skills for an effective conflict resolution, digital literacy, stress management) which can enhance your teaching and personal development.	Are you willing to participate in training programs or workshops to acquire new life skills.	Do you feel supported by your school administration in pursuing opportunities to learn new life skills.	Have you experienced significant benefits from applying life skills in your students decision making
Chi-Square	58.680 ^a	226.933 ^b	184.467 ^b	394.067 ^b
df	2	4	4	4
Asymp. Sig.	.000	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 50.0.				
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0.				

The above table of Chi-Square test statistics reveal significant differences across various dimensions of teachers' readiness to learn new life skills and their perceived support from school administration. For openness to learning new life skills, the Chi-Square value is 58.680 with a p-value of .000, indicating significant differences. Willingness to participate in training programs shows a Chi-Square value of 226.933 with a p-value of .000, also indicating significant variation. Perceived administrative support has a Chi-Square value of 184.467 with a p-value of .000, highlighting notable differences among teachers. Lastly, the benefits experienced from applying life skills show a Chi-Square value of 394.067 with a p-value of .000, indicating significant differences. Therefore the research accepts the null hypothesis that Teachers are ready to learn new life skills and reject the alternate hypothesis, And the results suggest substantial variability in teachers' readiness, willingness, support perception, and experienced benefits regarding life skills.

Findings

Suggestions

Openness to Learning New Life Skills	There are significant differences in teachers' openness to learning new life skills.	Provide targeted training programs and workshops that address the specific needs and interests of teachers to enhance their openness and engagement.
Willingness to Participate	Significant variation exists in teachers' willingness to participate in training programs or workshops to acquire new life skills.	Develop flexible and accessible training programs that accommodate different preferences and schedules to increase participation among teachers.

Perceived Administrative Support	There are notable differences in teachers' perceptions of administrative support in pursuing opportunities to learn new life skills.	Enhance communication and collaboration between teachers and school administration to ensure clear support mechanisms and facilitate skill development initiatives.
Experienced Benefits	Significant differences are observed in the perceived benefits of applying life skills in students' decision-making among teachers.	Foster a culture of sharing success stories and best practices among teachers to highlight the tangible benefits of applying life skills in educational settings.

9. NEED OF THE STUDY

The WHO's effort is commendable, and it has succeeded in educating and influencing people worldwide on the value of pupils acquiring life skills. It is true that maturing and gaining the confidence to face life's challenges is a lifetime process. "Life skills are one of the competencies, possibly the most important competency developed and instilled through education," according to NPEP (2010), "which is included in the revised framework of Adolescence Education." Most people assume that an educated individual can equip with all the necessary skills, including life lessons. However, this is not actually the case. Learners may not necessarily automatically know how to effect behavioural changes just because they are aware of what must be done or altered. The knowledge and resources needed to implement behaviour change are found in life skills when they are appropriately developed. ([Prof. C. G. Venkatesha Murthy, 2016](#)).

In many nations across the world, there is an increase in aggression and violence among youth, despite widespread education, independence, freedom of speech and thought, freedom from deprivation, fulfilment of basic needs and desires, improvements in socioeconomic conditions and way of life, and advancements in childrearing techniques. In order to help children and young adults overcome obstacles in their daily lives more readily, life skills education strives to develop their interpersonal, critical thinking, self-awareness, and problem-solving skills.

10. LIMITATIONS OF THE STUDY

The study is limited to youth's need for life skills and the difficulties teachers face. Secondary data served as the study's source. A deficiency of reliable data could have limited the scope of the analysis. A longitudinal study design was not possible for this study due to time restrictions.

Although there is potential for other areas where adolescents can be well-trained and made compatible, the study has placed a greater emphasis on life skills and teacher preparedness.

11.SCOPE OF THE STUDY

The youth of today are increasingly interested in pursuing higher-level professional education, yet we discover that they lack the necessary preparation to meet the demands of the outside world. This is because the conventional educational system does not teach the life skills necessary for advancement in the contemporary, globalized society. Through teaching and practicing life skills, youth can develop qualities such as sociability, courage, commitment, determination, good interpersonal relations, resiliency, sensibility, adaptability, and good character. It's difficult to comprehend youth..([Ms. A. Smitha, Dr. Mary Vineetha Thomas 2018](#)) An increasing social media obsession is making youth behaviour unpredictable. Thus, there's a lot of potential to learn about teenage behaviour and how life skills might help them become more good role models. The study can be further elaborated on challenges faced by teachers. Numerous studies have been conducted in this field, demonstrating the need for life skill approaches among young people and the necessity for more research in this area.

12. CONCLUSION

A life skills-based approach to teaching and learning will support and enhance the calibre of the educational system. Teachers and students will have positive relationships if they use life skills strategies in the teaching and learning process and in socially focused activities. People need to be prepared for challenging circumstances due to the expansion of social relations, the complexity of society, and the constant changes that occur. In schools all around the world, psychologists

have been involved in life skills teaching to avoid psychological illnesses and social dysfunctions. To overcome numerous challenges in the future, adolescents must acquire life skills. Young people deal with a lot of problems daily. The challenges adolescence face includes balancing extracurricular activities with obligations, preserving healthy relationships, resisting temptations. The application of life skill practices is crucial in the lives of young people because it teaches them how to overcome obstacles in life. A competent and successful teacher is, of course, one of the most important requirements for teaching positive life skills. By teaching young people appropriate life skills, teachers can help them become more self-assured and pragmatic adults.

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