

LIFESKILLS EDUCATION AMONG ADOLESCENTS IN SETHLUN COMMUNITY

Submitted in partial fulfillment of Bachelor of social work V semester

Submitted by

BARTHO LALREMRUATTLUANGA

BSW V- SEMESTER

Roll No : 2023BSW003

Supervisor

ROSANGLIANA KHIANGTE



HIGHER AND TECHNICAL INSTITUTE, MIZORAM

KAWMZAWL, LUNGLEI - 796701

Department of social Work, November, 2022

Higher and Technical Institute, Mizoram

November 2022


CERTIFICATE


This is to certify that the project title '*Lifeskills Education Adolescent at Sethlun, Lunglei*' submitted by Bartho Lalremruattluanga, Department of Social Work, Higher and Technical Institute, Mizoram for the award of Bachelor of Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for the award of any degree in this or any other Universities or Institute of learning.

Dated: 1st November, 2022

Place: Lunglei, Mizoram

HATIM


(ROSANGLIANA KHIANGTE)
Head,
Department of Social Work
HATIM
Kawmzawl - 796691


(ROSANGLIANA KHIANGTE)
Research Supervisor
Department of Social Work
HATIM
Kawmzawl - 796691

Head
Department of Social Work
HATIM, Mizoram

ACKNOWLEDGEMENT

Firstly, my indebted gratitude goes to the almighty God for giving me good health and the opportunity to conduct research on Lifeskills education among adolescents at sethlun, Lunglei.

My gratitude goes to my supervisor, Rosangliana Khiangte, Assistant Professor, Department of social work, Higher and Technical Institute, Mizoram who had lectured me and guide me throughout my research. He developed confidence in me and he is my source of strength and inspiration in completing this research.

I would like to give thanks to department of Social Work, HATIM for the support and opportunity for the completion of this research.

A special gratitude goes to the people of Sethlun community and the respondents for their participation and assistance during the research.

Lastly, I would like to give thanks to my co- trainees for their cooperation and support whenever needed to which a successful research could be conducted.

CONTENT

Chapter		Page No
	Certificate	1
	Acknowledgement	2
	Content	3
I	Introduction	4- 10
II	Literature review	11-16
III	Methodology	17-19
IV	Results and Discussions	20-29
V	Conclusions	30-34
VI	Reference	35-36
	Appendices	37-38

CHAPTER – 1
INTRODUCTION

CHAPTER – 1

Introduction

1.1 Life skill concept: Life skills are defined as “a group of psycho-social competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or action towards others as well as toward actions to change the surrounding environment to make it conducive to health” according to world health organization (WHO). Life skill refers to those skills and abilities of an individual which is needed to live a healthy and productive life. These skills help every individual to take right decisions, make effective communication and develop self- confidence and self awareness which is very much needed for adolescents. Adolescence period is the most problematic stage. In this period teaching life skills is very much important for the adolescents which assists to effectively communicate, think critically and creatively taking rational decisions in their life.

1.2 Life- skill education: Life skills education is one such type of skills ,under this the child develops the ability to discharge his life appropriately and to organize the activities related to life in a systematic manner. It is a type of education in which skills are developed to make the child efficient in such a way that he can make decisions in odd situations by his ability and intelligence. At the same time such miseries have to be developed in human life so that he can become a skilled citizen.

1.3 Lifeskill and adolescent : Life skills refers to those skills and abilities of an individual which is needed to live a healthy and productive life. These skills help every individual to take right decisions, make effective communication and develop self- confidence and self-awareness which is very much needed for adolescents. Adolescence period is the most problematic stage of people where they transit from childhood to adulthood and go through various physical , social, emotional changes. Adolescence

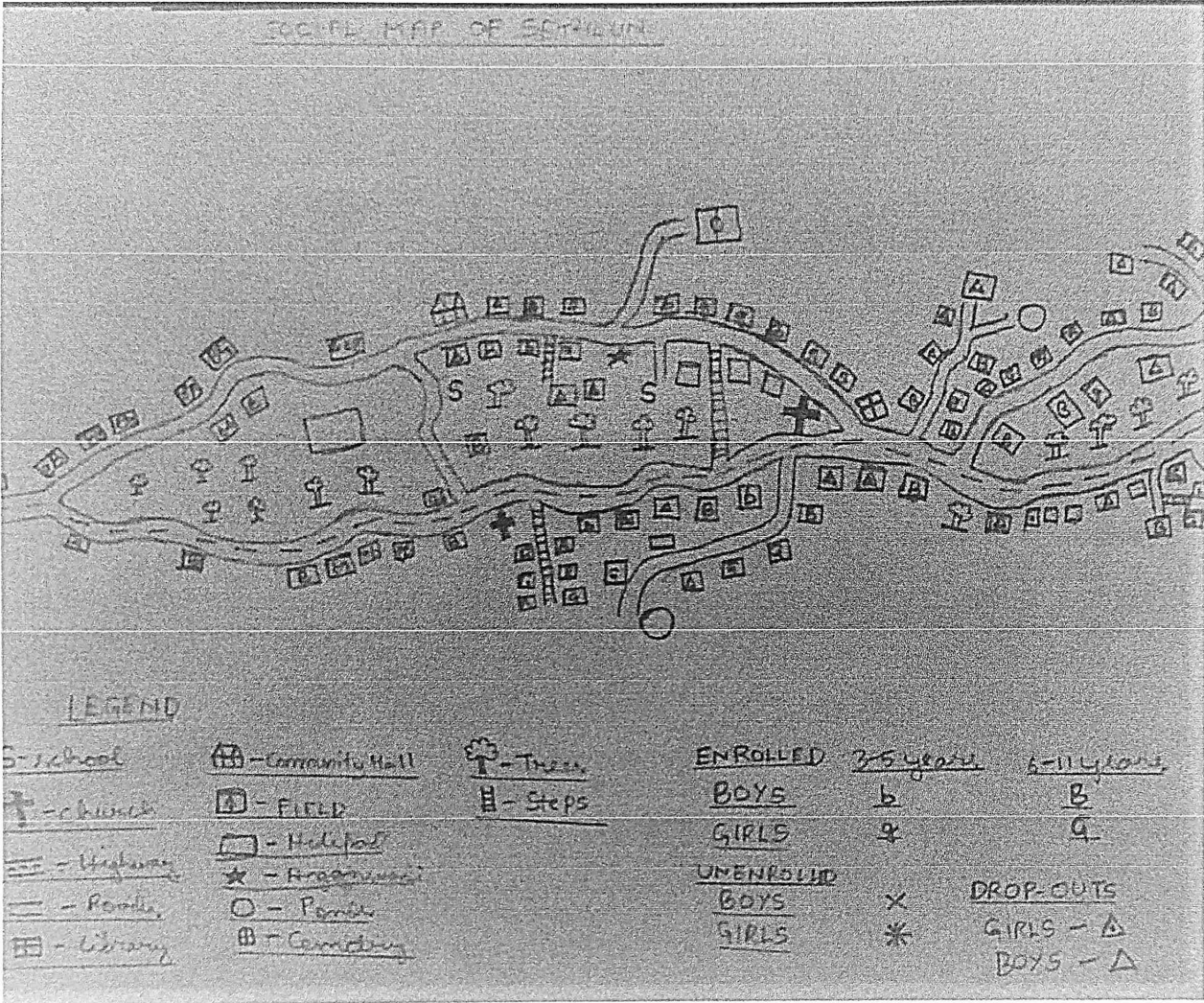
period or phase is viewed as the most productive stage of an individual in the society but in today's competitive world their lives are becoming more painful due to unsuitable home and school environment. Because of which they are suffered from anxiety, depression etc. which lead to maladaptive behavior and adjustment problems for the adolescents. To cope up with these challenges life skills education should be provided to the adolescents.

1.4 Importance of lifeskill education : Lifeskills is very important to implement it in our life. If this happens then our life can move in a simple and right direction. Lifeskills make us competent to know how to make our life easy and simple, how to create a positive life and how life can be spent in the right way. Therefore, lifeskills are very important in our life. It polishes the ability to adapt to all kinds of circumstances and succeed in every aspect of society. Lack of life skills in the lives of new generations needs to be taken care of as it is important in life. Life skills help the adolescent to improve their life in life skills education basic skills building activities are taught through role play, discussion, etc. These life skills help an adolescent to overcome problems they faced in their life.

1.5 About Sethlun Community:

History: Sethlun community was established in the year 1901; it is located in the lunglei district of Mizoram. With the latitude of 22.8689892 and longitude 92.7660652. Sethlun is a village panchayat located in the lunglei district of Mizoram state, India. The native language of sethlun is mizo and most of the village people speak mizo and used this language for communication. Sethlun is a place where the first church in Mizoram was located also where the first Christians were settled. Now the total population is 1706 and it is divided into four sections namely- vanapa section, taitesena section, khuangchera section and chawngbawla section and Young mizo association (YMA) , Mizo hmeichhe insuihkhawm pawl (MHIP) and Mizo upa pawl (MUP) are the community based organization in sethlun community. Sethlun is led by the village council selected by the community people.

Social Map SETHLUN Community: To get Social map of the community, PRA was conducted with Village council members of the community.



Source: Field Work (As on 9th Sept, 2022)

1.6 Statement of the Problem:

Lifeskills education among adolescent also called adolescent education and skills need lifelong learning to build better futures for themselves, their families and their communities.

Adolescent (children aged 10-19) are growing up in a transforming world. Technology ,migration, climate change and conflict are reshaping society, forcing people across the globe to adapt to unexpected changes in their lives and work.

To keep up, adolescent must be able to seize opportunities and confront challenges. They need education and skills to become lifelong learners, to secure productive work, to make informed decisions and to positively engage in their communities. Yet, over 250 million adolescents were not in school, even before the COVID-19 pandemic. It is estimated that another million of children will not acquire the basic secondary level skills in the future.

1.7 Criteria of Life-skill Education (WHO): These criterions are developed by the World Health Organization in 1994 to study Life-skills education level, which are as follows:

- The first core lifes-kills studied is self-awareness : Self-awareness means the ability to understand ourselves. Having self-awareness skills can help an individual to develop own self- concept and to become more self- confident which is important for the adolescence to achieve their wishes, desires, and goals, etc.
- The second core life skills is empathy : Empathy is another important life skill which help us understand others in a better way. It is the ability of an individual to understand and accept others whose thinking and behavior may be different from us and this lead to develop interpersonal relationship in the society. Empathy also includes the ability of an individual to understand about what other think feel and help people to understand feelings, emotions, and sentiments of others.
- The third core life skills is effective communication: Effective communication refers both verbal and non-verbal communication ability of an individual. It helps us to develop our communication skills and improve our ability to express not only feelings and wishes but also need but also needs and anxiety , stress and seeking guidance from others.
- The fourth core is interpersonal relationship : Interpersonal relationship is the ability which enables us to collaborate positively with others. It helps us to maintain friendly relationships in the family or in the society.

- The fifth core lifeskills is creative thinking : It is a process through which people may develop something new; it may be new or unique things, ideas etc. This creative process involves evaluating the existing situations and develop new ideas or solutions. Individual having strong creativity can find out solutions to very problems of their life.
- The sixth core lifeskills is critical thinking : Critical thinking is the ability to think critically or to make intentional and intelligent judgement about the people, object, events, etc. It helps us to decide the importance or significance of what is observed or communicated and to find out the justification before accepting any conclusions.
- The seventh skills is decision making : Decision making is another important life skill that help us to take right decisions. It is the ability of an individual to choose the right choice among the available options or alternatives.
- The eighth core is problems solving : Problem solving is the ability of an individual to find out every possible solution to the problems of life. Human life is problematic and every individual face problems in their life. Therefore, this problem solving skill helps an individual to face problem confidently and find out effective solutions.
- The ninth core lifeskills is coping with emotion : Coping with emotions is the ability to understand emotions of ourselves as well as others. It helps us understand how emotions influence behavior of an individual and respond appropriately to different emotions.
- The tenth core lifeskills is coping with stress : stress is inevitable part of human life. Every individual feels stress in their life; may it be academic stress, work stress or any other personal stress. Therefore coping with stress skill helps us to identify the source of stress in our lives and to manage it effectively which ultimately lead to live a happy life.

1.8 Objective of the study:

1. To identify adolescent coping with stress
2. To identify adolescent self awareness
3. To identify adolescent effective communication
4. To identify adolescent decision making.

CHAPTER – II
REVIEW OF LITERATURE

CHAPTER - II

REVIEW OF LITERATURE

Significance of life skills education : Ravindra Prajapati ,Bosky Sharma, Dharmendra Sharma Contemporary issues in education research (CIER) 2017- Adolescent is a period when the intellectual, physical, social ,emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc that have an adverse effect on them and others too, to a large extent. The cut-throat competition, unemployment, lack of job security, etc are some of the major concerns for the educated and as a result. This new challenge requires immediate and effective responses from a socially responsible system of education. Education is important but education to support and live life better is more important. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting lifeskill training through inculcating lifeskill education will help youth to overcome such difficulties in life.

Training workshops for the development and implementation of lifeskills programmes : World health orgaanisation (WHO), 1994 - These workshop materials and trainers guide form part three of a set of materials to guide the development and implementation of life skills education programmes in schools.They should be used in conjunction with the first two parts which are presented separately: parts 1&2 lifeskills education in schools:introduction and guidelines to facilitate the development and implementation of life skills programmes.This third part is primarily for the use of those who will be involved in the promotion of lifeskills education,the development of lifeskills programme materials and the training of lifeskills trainers.

Aishath Nasheeda, Haslinda Binti Abdullah, Steven Eric Krauss, Nobaya Binti Ahmed:International Journal Of Adolesences and youth 2019 – A systematic review was conducted to investigate the literature on effectiveness of life skills programs. The aim of this review was to gain a comprehensive understanding on the effectiveness of lifeskills education globally, and to identify research gaps and priorities. Findings revealed differences

in lifeskills education within developing countries and developed countries .In general ,developed countries conduct more systematic life skills education programs promoting positive behavior, with research articulating outcomes on individual youth. The majority of developing countries lifeskills programs lack systematic implementation, evaluation and monitoring. This review is useful to administrators, policy makers ,researchers and teachers to implement effective lifeskills programs. The findings can be used as inputs for developing sustainable lifeskills programs to ensure transfer of knowledge and skills.

Ekua yankah, Peter Aggleton : Database of abstracts of review of effects (DARE) 2008 -
The review concluded that lifeskills based education as part of an HIV and AIDS curriculum or intervention was limited in changing sexual behavior in young people. For most studies included the intervention was only one part of a multicomponent intervention, which together with the reviews numerous methodological limitations means the authors conclusions are not likely to be reliable.

Mn Vranda, M Chandrasekhar Rao : Journal of the indian academy of applied psychology 2011 – Adolescence is a transition period that bridges childhood and adulthood during which major physical,cognitive and psychological changes occur which need to be addressed. It is also a period of “storm and stress”for many adolescents.Though,biological forces play a significant role in the physical changes that takes place during the transition period from a child to an adult a combination of biological,psychological and social forces influence an adolescent development.It is a time young people drift away and distance from parents.Spending more time with peers and conforming to the ideas and judgements of their peers are common during this period.This transition is so crucial that adolescents face problems in certain areas of life such as parent child conflicts,substance abuse,violence,risky behaviors and mood changes.

Susan Pick, Martha Givaudan, Ype H Poortinga : American Psychologist 2003 – This contribution presents a set of intervention programs in the area of reproductive health, sexuality, and life-skills education that are now widely used in mexico and with latin American population elsewhere .First, the authors briefly indicate how a research informed approach has been central to the development and implementation of these interventions. They describe how the programs were initially designed, taking into consideration the Mexican cultural context and its implications for Mexican adolescents. They also mention subsequent evaluation based extensions of the programs to reach other target populations, to

broaden the range of issues addressed, to promote their dissemination and to advocate society wide sexuality and life-skills education.

Daniel Lt Shek, Li Lin, Cecila Ma, Lu Yu, Janet Ty Leung, Florence Ky Wu, Hilde Leung, Diya Dou : 1847-1860,2021 – Although theories and research emphasize the importance of adolescent life skills, different stakeholders perceptions of the related issues have not been systematically investigated particularly in chinese contexts. They also rated adolescent life skills in different domains, including emotional competence, moral competence, resilience, problem-solving, life meaning, gratefulness, social competence, and integrity.

Morgen Alwell, Brian Cobb : **Career development for exceptional individual** – The relationship between functional or life skills curricula and transition related outcomes for secondary aged youth with disabilities is explored in this systematic review. The findings of this review provide tentative support for the efficacy of the use of functional or life skills curricular intervention across educational environments , disability types, ages and gender in promoting positive transition related outcomes.

Maureen R Weiss, Nicole D Bolter, Lindsay E Kipp : **Assesing impact of physical activity based youth development programs 2014** – A positive youth development (PYD) programs is the opportunity to develop life skills, such as social, behavioral, and moral competencies that can be generalized to domains beyond the immediate activity. Although context specific instruments are available to assess developmental outcomes, a measure of life skills transfer would enable evaluation of PYD programs in successfully teaching skills that youth report using in other domains. The purpose of this studies was to develop and validate a measure of perceived life skills transfer based on physical activity.

Pomi mahanta, Sonia P Deuri, H Sobhana : **importance of life skills education among adolescents** – Adolescence is a period of transition that bridges two important life stages childhood and adulthood. It is a period of biological, psychological and social changes. Disturbed family dynamics, peer pressure, inability to cope with studies, drug abuse, lack of competence and social pressures can accentuate the stress levels of adolescents. Equipping adolescents with life skills can help them to cope with the problems more effectively. Life skills education is hardly given credence in the most of the regular school curriculum across india. Introduction of lifeskill education will prevent adverse impacts of the various psychosocial problems of adolescents and also help in reducing their occurrence. The

objective of this review paper is to understand life skills and explore the significance of lifeskill education programme.

Abha ahuja, Ritu singh, Huma parveen, Neera Agrawal, Shalini Thakur : Adolescents life skills training for effective transformation into ideal youth – Adolescence a vital stage of growth and development marks the period of transition from childhood to adulthood. It is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. Adolescence is thus a turning point in one life a period of increased potential but also one of greater vulnerability. As they mature adolescents life skills are called upon to form and maintain relationships within home,peer group and community. Acquisition of life skills is not an easy task and especially in today era it requires focused interventions to hone life skills of adolescents and most importantly that of rural adolescents girls. The present study was done to enhance the life skills of rural adolescents girls by providing intensive intervention to them. A sample of 150 rural adolescent girls from distt. Udham singh nagar and distt nainital was drawn randomly and assessed for its existing life skills.

Balda shanti, Turan Usha : Life skills education for social competence of primary school children – Life skills are the abilities for adaptive and positive behavior that enable children to deal effectively with the demands and challenges of everyday life. Life skills are a group of psychosocial competencies and interpersonal skills that include decision making, problems solving , critical and creative thinking, effective communication and interpersonal relationships, coping with emotions and stress, self-awareness and empathy. All these skills are interrelated. Life skills develop on a continuous basis and are used throughout the life. Childhood is considered as a critical period in the life span of an individual whatever is taught and learnt during this stage has long lasting impact in one life. In any community children face the odds in their life from the early years and throughout their life hence it is important to develop healthy life skills from early years in order to develop social competence through interpersonal problem.

Parashmoni Borah, Nurnahar Ahmed, Sandeep Kollipara : Assessment of life skills among early adolescents – Adolescent is a transitional development period between childhood and adulthood which is characterized by a host of biological, psychological and social changes. The world health organization (WHO) defines that adolescence is the period of life that extends from 10-19 years. Adolescence is generally divided into three phrases

early, middle and late adolescent. Early refers to 10-13 years middle adolescence to 14-16 years and late adolescence to 17-20 years. India has the largest population of adolescence with 243 million individuals aged between 10-19 years which is nearly 90% of world adolescents.

CHAPTER- III

RESEARCH METHODOLOGY

CHAPTER - III

RESEARCH METHODOLOGY

This research will use qualitative data according to primary and secondary data collection.

3.1 Field setting : The universe of this present study is the adolescents in Sethlun Community, Lunglei. Sethlun is one of the communities in Lunglei with a total population of 1274 and 246 household. As per record of Young Mizo Association (YMA) as on 16th October, 2022, there are total 268 adolescent which is age between 10-19 year in Sethlun Community.

3.2 Research design : The present research is descriptive in design which will be based on both primary and secondary information.

3.3 Sampling : This research will select respondents by using simple random sampling technique which is every item in the population has an even chance and likelihood of being selected the selection of items entirely depends on luck or probability this sampling technique is also known as a method of chance. This sampling method is also a probability sampling that involves randomly selecting a sample it is also sometimes called random sampling.

The present study will then select the total 20 adolescents for the respondent, 10 male respondents and the rest 10 will constitute by the female respondents.

3.4 Sources of data : This research will be held on Sethlun community among the adolescent with 18 respondents and this correspondence will be selected by using simple random sampling. This research will be conducted through questionnaire by giving them in their house which is a primary method of conduct.

Primary data: It is a first hand data collecting process through original or first hand research like survey, observation, schedule, personal interview etc.

Secondary Data: The data collected by someone else earlier other than the one using it like researching the internet, newspaper articles, company reports etc.

3.5 Ethical consideration : This study will consider the right of the participants in accordance with the research ethics:

- Informed consent will be obtained from the individual respondents.
- Prior permission will be acquired from the college authorities to undertake research.
- Confidentiality will also be strictly maintained in case-study this study will be seeking approval from the participant that only those who allow name, organization will be revealed.
- The participants in this study will be explained in detail about the nature of this study.
- The participation in this research will be voluntary.

3.6 Operational Definition:

Adolescent: In this study adolescent refers to the teenagers between the age group of 13-19 years who are belonging to sethlun community.

Lifeskills education : It refers to the overall personality of a child which is taken into consideration. It gives strength to handle any kind of situation and gives courage to face any struggle to achieve any target and this paper based on WHO's criteria. In this paper, four criteria such as coping with stress, Self Awareness, Effective Communication and Decision Making are taken into consideration to study the respondents.

3.7 Chapterization Plan:

- Chapter-1: Introduction
- Chapter-2: Review of Literature
- Chapter-3: Methodology
- Chapter-4: Results and Discussion
- Chapter-5: Major findings, Suggestions and conclusion.

CHAPTER-IV

RESULT AND DISCUSSION

CHAPTER- IV

Results and discussion

Life skills education is one such type of skill. Under this the child develops the ability to discharge his life appropriately and to organize the activities related to life in a systematic manner. The result and discussion part to be explain is the adolescent lifeskills about their profile, family profile, coping with their stress, self-awareness, effective communication and decision making process.

4.1 Demographic Profile of the Respondent

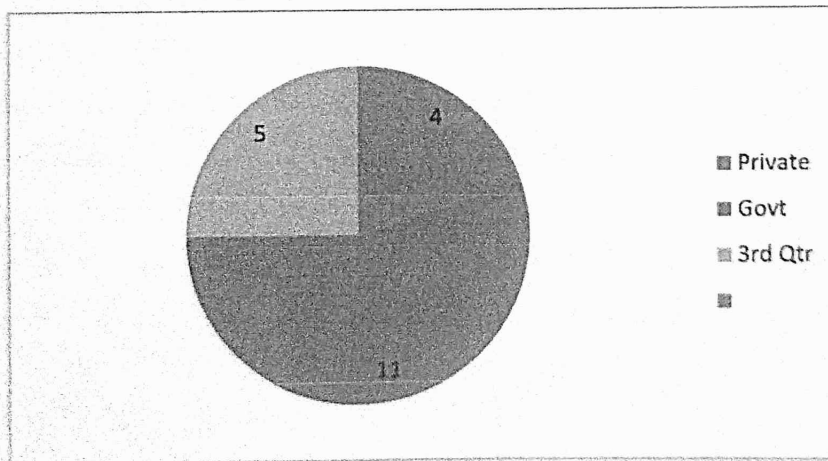
Table No. 1

Sl. No	Particular	F (N=20)	Percentage
I	Age Group		
	13-15	3	15%
	16-19	17	85%
II	Gender		
	Male	11	55%
	Female	9	45%
III	Educational Qualification		
	HSLC	14	70%
	HSSLC	6	30%
IV	Relationship status		
	Yes	3	15%
	No	17	85%
V	Having mobile phone		
	Yes	15	75%
	No	5	25%
VI	School drop-out		
	Yes	1	5%
	No	19	95%
VII	Religion		

Christian	20	100%
-----------	----	------

The above table shows the demographic profile of the respondents. The age group of the respondents in the present study is classified into 2 which are 12-15 and 16-19. Mostly the age group of 16-19 years constitutes the highest respondents (85%) and the rest belongs to 12-15 years of age. The gender of respondents in the present study is categorized into male and female. The ratio of distribution is different in which male (55%) comprises higher than female (45%). The educational qualification of the respondents observed in the present study is classified into HSLC, HSSLC, and Postgraduate. High School (70%) comprises the highest and is followed by Higher Secondary School (30%). Relationship status of the respondents is categorized Yes and No, where No (85%) of the respondents are not in a relationship and the rest Yes (15%) are in a relationship. Whether the respondents have mobile phone was asked by Yes and No, where Yes (75%) have mobile phone and the rest 25% do not have mobile phone. Whether the respondents were school drop-out was asked by Yes and No, almost all the respondents Yes (95%) were school drop-out and the rest No (5%) still enroll themselves in school. The religion of the community was observed in the present study it is classified into Christian, Hindu and Muslim. All the respondents belongs to Christian (100%).

4.2 Type of school:



Above pie chart shows the type of school of the respondents, it is observed in the present study is classified into Private, Government and Church based institution. More than half of the respondents enrolled themselves in government (55%) institution and the rest (25%) in church based institution and 20% to Private.

4.3 Family Information:

Table No. 2

S/N	Particulars	F (N=20)	Percentage
I	Type of family		
	Joint family	10	50%
	Nuclear family	10	50%
II	Socio- economic category		
	BPL	5	24%
	AA Y	6	29%
	APL	9	47%
III	Ownership of the house		
	Owned	19	94%
	Rented	1	6%
IV	Type of House		
	Semi- RCC	20	100%
V	Form of family		
	Stable	20	100%

The above table shows the family information of the respondents. The second variable taken in order to understand the structural bases of the respondents is family profile. To study the profile of the family five variables are taken for studies viz., type of family, economic category, ownership of the house, type of house and form of family. The type of family in the present study was divided into Joint Family and Nuclear Family. In the forms of the respondent's family nuclear family (50%) constitutes equal to Joint Family (50%). The Socio-economic condition of the family.

The present study is analysed to understand the present socio-economic condition of the family. The socio-economic condition of the respondent's family is classified into three viz., BPL, APL and AAY. In the present study the ownership of house were categorised into of the respondents belong to APL (47%) followed by AAY (29%) and BPL (24%). Owned and rented. From the present study it was observed that majority (94%) of the respondent

owned their house less than one-fifth of the respondents (6%) rented the house. In the present study the type of house were classified into kuttcha and semi-RCC.

From the table it can be observed that all the respondents (100%) lived in semi-RCC house. In the present study the form of family were categorized into broken, stable, reconstitute and single parents. From the table it can be observed that all the respondents lived in a form of Stable (100%) family.

4.4 Coping With Stress: Coping with stress is the process by which a person consciously attempts to master, minimize or tolerate stressors and problems in life.

Table No. 3

Si. No	Coping with stress	N=20			
		Strongly disagree	Disagree	Agree	Strongly agreed
1	I do not have any stress in me	0	3(15%)	17(85%)	0
2	I find it hard to cope with my stress	0	17(85%)	3(15%)	0
3	I have anxious everyday	0	14(70%)	6(30%)	0
4	I find it hard to cope with my problems	0	8(40%)	12(60%)	0
5	I manage to solve my problems	0	10(50%)	10(50%)	0

The above table shows coping with stress of the respondents. The third variable taken in order to understand the structural bases of the respondents is coping with stress. To study coping with stress five variables are taken for studies viz., I do not have any stress in me, I find it hard to cope with my stress, I have anxious everyday, I find it hard to cope with my problems, I manage to solve my problems. Stress affects people in many ways in regards to

physical ,psychological and mental well-being. The present study is to know if the adolescent have struggle stress in themselves which is classified into four categories viz., agree(85%) disagree(15%), strongly agree and strongly disagree. Majority of the respondents 85% do not struggle any stress in themselves while other 15% have stress. Coping with stress among the respondents while having stress in the present study are classified viz., agree(15%), disagree(85%),strongly agree, strongly disagree. In the present study majority of the respondents (85%) have disagree which means the adolescent did not find it hard to cope with their stress as (85%) of the respondents were free from stress but (15%) of the respondents have difficulties in coping with their stress. Anxious is a feeling of unease, worry or fear. Everyone feels anxious at some point in their life, but for some people it can be an ongoing problem this anxious can make it worse if a person also have stress in him which can lead to depression.

The present study on having anxious everyday among adolescent are classified viz., agree(30%), disagree(70%),strongly agree, strongly disagree. In the present study majority of the respondents (70%) don't have any anxious but(30%) have struggle anxious in their everyday life. The coping with problems of the respondents is studied in order to understand how the respondents struggle with his problems. In the present study (60%) have agree and (40%) have disagree. Which means that majority of the respondents (60%) find it hard to cope with their problems and (40%) can deal with their problems as well. The present study is to know how the respondents manage to solve their problems which they are facing as (50%) agree and(50%) disagree which means half of the respondents manage to solve their problems and others rely on their family or friends.

4.5 Self-Awareness: Self- awareness is the ability to observe and accurately identify our thoughts, feelings and impulses and determine whether they are grounded in reality or not.

Table No. 4

S/ N	Self-awareness Statement	N=20			
		Strongly disagree	Disagree	Agree	Strongly agreed
1	I am satisfied the way I live my life	0	5(25%)	15(75%)	0
2	I work hard to be better than yesterday	0	1(5%)	18(90%)	1(5%)

3	I believe in my dedication and progress	0	0	19(95%)	1(5%)
4	I cherish every moment of life	0	3(15%)	17(85%)	0
5	I learn from my failure	0	2(10%)	16(80%)	2(10%)

The above table shows self-awareness of the respondents. The four variables taken in order to understand the structural bases of the respondents is self-awareness. To study self-awareness five variables are taken for studies viz., I am satisfied the way i live my life, I work hard to be better than yesterday, I believe in my dedication and progress, I cherish every moment of life, I learn from my failure. The present study analyzed the respondents that whether they are satisfied or not satisfied in their life. The statement for this study is divided into four types viz., agree, disagree, strongly agree and strongly disagree. Majority of the respondents belong to agree(75%) followed by disagree (25%).This shows that majority of the respondents are satisfied in their life while others disagreed. The statement of the respondents in the present study is to know how active or lazy the respondents was in their daily living.

The statement for this study is divided into four types viz., agree,disagree,strongly agree and strongly disagree. Majority of the respondents belong to agree(90%) followed by disagree (5%) and strongly agree(5%) which means the respondents in this study are active and hard-working in their life. In the present study, the dedication and progress of respondents is measured in order to understand whether they believe in the progress or not.

The statement for this study is divided into four types viz., agree, disagree, strongly agree and strongly disagree. All of the respondents have agreed(95%) and one have strongly agree this statement. The present study is analyzed in order to understand the present life of the respondents whether he cherish every moment of his life. In this finding (85%) have agree that they cherish their life whereas another(15%) have disagree. This study analyzed whether the respondents learn from his mistakes or failure. Majority of the respondents (80%) have

agree followed by disagree (10%) and strongly agree(10%) majority of the respondents learn from their failure whereas other (10%) refuse to learn.

4.6 Effective Communication: Effective communication is the process of successfully exchanging information, ideas, opinions, or other types of messages between two or more people, resulting in mutual understanding.

Table No. 5

Si. No	Effective communication	N=20			
		Strongly disagree	Disagree	Agree	Strongly agreed
1	I find it hard to co-operate with others	0	11(55%)	8(40%)	1(5%)
2	I have problem in communicating with other	0	13(65%)	7(35%)	0
3	I interact with people respectfully	0	0	20(100%)	0
4	I have great verbal communication skills	0	10(50%)	10(50%)	0

The above table shows effective communication of the respondents. The fifth variable taken in order to understand the structural bases of the respondents is effective communication. To study effective communication four variables are taken for studies viz., I find it hard to co-operate with others, I have problem in communicating with other, I interact with people respectfully, I have great verbal communication skills. The present study analyze whether the respondents find it hard to co-operate with others.

The statement for this study is divided into four types viz., agree, disagree, strongly agree and strongly disagree. Majority of the respondents have choose disagree(55%),

followed by agree(40%) and strongly agree (5%). This shows that majority of the respondents like to work with others whereas some find it hard to co-operate. This study is to know whether the respondents have problem in communicating with others. Majority of the respondents belong to disagree(50%), followed by agree (35%) which shows that the respondents in this study don't find it hard to communicate with others while some have difficulties in communicating with others. The present study is analyse in order to understand whether the respondents interact people with respectfully or not. All of the respondents belongs to agree (100%). interact Which means they with people respectfully. This study focus on whether the respondents have good verbal communication skills or not as (50%) agree and (50%) disagree which means half of the respondents have great verbal communication skills while other half are not good in verbal communication.

4.7 Decision Making: Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.

Table No. 6

s/n	Decision making Statement	N=20			
		Strongly disagree	Disagree	Agree	Strongly agreed
1	I make decision from my perspective	0	11(55%)	9(45%)	0
2	I make decision from my parents advice	0	5(25%)	14(70%)	1(5%)
3	I only make decision when my friends give me advice	1(5%)	19(95%)	0	0
4	I made decision according to my teachers opinion	0	20(100%)	0	0

The above table shows the decision making of the respondents. The sixth variable taken in order to understand the structural bases of the respondents is decision making. To study decision making four variables are taken for studies viz., I make decision from my perspective, I make decision from my parents advice, I only make decision when my friends give me advice, I made decision according to my teachers opinion. The present study is to know whether the respondents make decision from his perspective or not. The statement for this study is divided into four types viz ., agree, disagree, strongly agree and strongly disagree. Majority of the respondents have choose disagree (55%), followed by agree (45%).

This shows majority of the respondents did not make decision from their perspective while others make from their opinion. In the present study it can be observed that more than half of the respondents choose agree (70%) followed by strongly agree (5%) as majority of the respondents make decision according to their parents advice whereas other (25%) belong to disagree. In the present study the respondents don't make decision from their friends advice as (95%) disagree and (5%) strongly disagree this shows that taking advice from friends is not entertain among the respondents.

The present study is to know whether the respondents rely on their teacher opinion. The statement for this study is divided into four types viz ., agree, disagree, strongly agree and strongly disagree. All of the respondents have disagree (100%) which means the respondents refuse to take advice from their teachers

CHAPTER- V
CONCLUSION

CHAPTER- V

CONCLUSION

This chapter includes the major findings, conclusion and suggestion made from the findings.

5.1 Major findings:

Demographic Profile:

The study of the unit is youth and the structural base of respondents is mainly about the profile of the respondents, family, coping with stress, effective communication, self-awareness and decision making. From the respondents Male comprises higher and belongs to the age group between sixteen and nineteen. The educational qualifications of the respondents are average and are mostly HSCL also all the respondents are Christian. The relationship status of the respondents is asked where majority of them are single. Majority of the respondents still enroll themselves in school.

Half of the respondents belong to nuclear family and the rest to joint family, among the respondents the family belongs to Above Poverty Line comprise highest and followed by Antyodaya Anna Yojana and Below Poverty Line. Most of the respondents lived in their own house and is constructed by Semi-RCC, all of the respondents lived in a form of Stable family.

Coping With Stress:

Most of the respondents say that they do not have stress in themselves and find it hard to cope with their problems meanwhile some find it hard to cope with their stress. Majority of the respondents do not have anxious daily. Half of the respondents manage to solve their problems while other half finds it hard to solve their problems.

This shows that the respondents were good in coping with their stress in the findings.

Effective Communication:

All of the respondents say that they interact with people respectfully. Meanwhile half of the respondents presume that they have great verbal communication skills also other half of the respondents presume that they do not have a great verbal communication skills which can be seen that the respondents were clear about their own communication skills. More than half

of the respondents don't have problem in communicating with others as they feel comfortable having interaction with other people although they have a great communication skills. It is find out that the respondents were good in effective communication.

Self-Awareness:

Almost all of the respondents believe in their own dedication and progress and work hard to be better than yesterday this shows that they are trying to make progress in their day to day life, and cherish every moments of their life by appreciating what life offers them and learn from their own failure which means that the mistake that they make was a challenge for them and try to move forward. Also satisfy with their life currently they are living. This shows that the respondents have good self- awareness as observe from the findings.

Decision Making:

Majority of the respondents make their decision relying on their parent advice, also all of the respondents say that they do not take the advice given by their teachers as they trust the advice given by their parents rather than their own decision. Almost all of the respondents do not make their decision according to the advice given by their friends. Most of the respondents decline to make decision from their own perspective as they are not sure about their own perspective. This shows that the respondents are not good in making decision as observe from the findings.

5.2 Conclusion

The present study attempts to highlight the lifeskills education among the adolescent in sethlun community, Lunglei district Mizoram.

The study focuses on adolescent lifeskills in sethlun community. The findings of this study led to a conclusion that adolescent coping with stress is moderate as majority of the respondents are capable from stress and don't find it hard to cope with their problems as they are confident in their ability to handle their problems in times of stress. Majority of the respondents also satisfy and active in their life but cannot cope with all the things needed to

be done by them as all of them still rely on their family. As religious faith runs deeply in mizo society, refuge in religion was sought for coping measures such as seeking advice from pastors or church elders and praying as well. The respondents can communicate or interact with people they have confidence in themselves and good verbal communicating skills as well. Apart from this making decision from their parents' advice is the common method chosen by the respondents and choosing their own perspective for making decision occurred sometimes but majority are taking the advice from their parents.

5.3 Suggestions

Brainstorming is a system utilized in the development of life skills. It is a process where every individual or a group will have a typical theme on which they will discuss deliberately. This will help the adolescents as they can actively engage in teaching learning process and get chance to share their ideas through this process which ultimately leads to the healthy development of essential life skills for adolescent including communication skills, creative thinking, etc.

Discussion can also help the adolescents in their listening skills, empathy and communication skills as they have the opportunity to share their thoughts and ideas and learn from others. It helps to understand things from others' perspective.

5.4 Possible social work intervention.

Social work intervention is the engagement a social worker has with an individual, family, group, or community that they are helping. An intervention plan in social work will be formulated based on the client assessment to help ensure the best chance of success.

Micro-level social work intervention : In the micro level of intervention the social workers need to concentrate on the individuals to solve their problems in their lives the problems may relate to difficulties with partners, children, or other family members.

Mezzo- level social work intervention : In the mezzo level of interventions apply to communities rather than individuals the social workers need to concentrate on bringing people together to be able to negotiate and find common ground within a group.

Macro-level social work intervention : In the macro level of intervention the workers need to focus on reviewing national and local legislation and changing the policies and procedures of organization. The intention is to make changes on the adolescents favour on their career guidance advice.

REFERENCES

- Aparna N & Raakhee, A.S (2011). Life skills education for adolescents : its relevance and importance. *GESJ : Education science and psychology* , 2(19), 3-7.
- Alicke , M.D.,&Sedikies, C. (2009). Self-enhancement and self- protection : what they are and what they do. *European review of social psychology*,20(1), 1-48.
- Alvarado ,G., Skinner, M., Plaut, D., Moss,C., Kapungu, C.,& Reavley,N.(2017).[http://www.dmeforpeace.org/peacexchange/wpcontent/uploads/2017/09/systematic review of PYD programs in LMICs1.pdf](http://www.dmeforpeace.org/peacexchange/wpcontent/uploads/2017/09/systematic%20review%20of%20PYD%20programs%20in%20LMICs1.pdf).
- Alwell , M., & Cobb, B.(2006). Career development for exceptional individuals, 29(1), 3-26.<http://doi.org/10.1177/0885728809336656>
- Amorose, A.J. (2001). Intraindividual variability of self-evaluations in the physical domain : Prevalence,consequences, and antecedents.
- Asian journal of home science 2012 vol.7
- Anderson- Butcher , D., Riley , A., Amorose , A., Iachini, A., & Wade- Mdivanian, R.(2014).
- Botvin G, griffin , Paul E & Macaulay,A (2003). Preventing tobacco and alcohol use among elementary school students through life skills training. *Journal of child & adolescent substances abuse*,12(4), 1-7. <http://dx.doi.org/10.1300/j029v12n0401>
- Benson P.L.,Scales,P.C., & Syvertsen, A.K. (2011).
- Berk ,L E(2007) *Development though the life span*. Boston : Pearson education.
- Bharath , S., Kishore Kumar K V & Vrandra M.N (2003). Health promoting using life skills approaches for adolescents in school modules (8th, 9th and 10th standard) NIMHANS-DSERT collaboration.
- Botvin, G.J. (1998). Preventing adolescent drug abuse through life skills training : Theory evidence of effectiveness and implementation issues. In j Crane (Ed), *social programs that work* (pp.225-257). New york, NY : Russel Sage foundation.

Harris,E. (2011).Harvard family research project. Retrieve from <http://www.hfrp.org/out-of-school-time/publications-resources/afterschool-evaluation-101-how-to-evaluate-an-expanded-learning-program>

Indian journal of positive pshchology 12 (4), 403-406, 2021

Journal of community mobilization and sustainable development 13(3) 567-572,2018

Pick S., Givaudan,M., & Poortinga, Y.H. (2003). Sexuality and life skills education : A multistrategy intervention in mexico. American psychologist , 58(3), 230-234. <https://doi.org/10.1037/0003-066X.58.3.230>.

World health organization, Adolescent health and development, Geneve world health organization 1993 http://www.Searo.who.int/entity/child_adolescent/topics/adolescent-health/en.

Yankah E, Aggleton P Effects and effectiveness of life skills education for HIV prevention in young people (2008).<http://guilfordjournals.com/doi/abs/10.1>

Annexure:

INTERVIEW SCHEDULE

TITLE: Life- Skills Education Among Adolescent in Sethlun Community

I. Profile of the Respondent:

Schedule No:

1	Age Year	
2	Gender	1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/>	
3	Religion	1. Christia <input type="checkbox"/> 3. Hindu <input type="checkbox"/> 2. Musli <input type="checkbox"/>	
4	Edu. Qualification	1. HSLC <input type="checkbox"/> 2. HSSLC <input type="checkbox"/> 3. Post graduate <input type="checkbox"/>	
5	Type of School	1. Private <input type="checkbox"/> 2. Govt <input type="checkbox"/> 3. Church <input type="checkbox"/>	
6	Relationship Status	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7	Do you have M. phone	Yes <input type="checkbox"/> No <input type="checkbox"/>	
8	School drop- out	Yes <input type="checkbox"/> No <input type="checkbox"/>	

s/n	About Family	Response			
1	Family type	1. jointfamily <input type="checkbox"/> 2. nuclear family <input type="checkbox"/>			
2	Economic category	1. BPL <input type="checkbox"/> 2. AAY <input type="checkbox"/> 3. APL <input type="checkbox"/>			
3	Ownership of the house	1. Owned <input type="checkbox"/> 2. Rented <input type="checkbox"/>			
4	Type of the house	1. Kutchha <input type="checkbox"/> 2. Pacha <input type="checkbox"/>			
5	Form of family	1. Broken <input type="checkbox"/> 2. Stable <input type="checkbox"/> 3. Reconstitute <input type="checkbox"/> 4. single parents <input type="checkbox"/>			

II. Coping With Stress:

s/n	Statement	SDA	DA	A	SA
1	I do not have any stress in me.				
2	I find it hard to cope with my stress				
3	I have anxious everyday				
4	I find it hard to cope with my problems				
5	I manage to solve my problems				

III. Self-Awareness:

s/n	Statement	SDA	DA	A	SA
1	I am satisfied the way I live my life				
2	I work hard to be better than yesterday				
3	I believe in my dedication and progress				
4	I cherish every moment of life				
5	I learn from my failure				

III. Effective Communication:

s/n	Statement	SDA	DA	A	SA
1	I find it hard to co-operate with others				
2	I find have problem in communicating with other				
3	I interact with people respectfully				
4	I have great verbal communication skills				

IV. Decision Making:

s/n	Statement	SDA	DA	A	SA
1	I make decision from my perspective				
2	I make decision from my parents advice				
3	I only make decision when my friends give me advice				
4	I made decision according to my teachers opinion				