Academic Performance and life skills Development in Luangmual Community

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CERTIFICATE

This is to certify that the project title '*Academic Performance and Lifeskills Development at Luangmual Community*' submitted by John Lalremsiama, 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.

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(JOHN LALREMSIAMA)

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INTRODUCTION

CHAPTER-1

INTRODUCTION

The present study attempts to understand the relation of Academic Performance and life skills development on adolescence in Luangmual community.

1.1 Life Skills.

Life skills can be learned and used in daily life, and that enable people to be successful in different environments. There are different types of life skills: behavioural, cognitive, interpersonal and intrapersonal. In today's society where it is necessary to know how to deal with change, it is crucial for 2 children and youth to play an active role in their own learning and development process.

Thus, Life skills can be understood as those skills that can be learned and used in daily life, and that enable people to be successful in different environments. Life skills as a subject will consist applications of knowledge, values, attitudes and skills, which are important in the process of individual development and lifelong learning. They are not just a set of skills, nor are they equal to survival skills, livelihood skills, or vocational skills but part of these skills. They are non-academic abilities, attitudes, knowledge and behaviour that are necessary for successful living and enhance learning and quality of life. These skills will also help the students to accept the responsibilities of one's role and respecting others and capable to meet daily problems, specially, interpersonal relationship and academic duties.

1.2 Academic Performance

 In the common terminology, academic performance refers to the level of attainment in various subjects as indicated by marks or grade points. Thus, academic achievement refers to marks or grade obtained in subject taught in school after an examination be it written or oral. These marks or grades have been considered the criterion of academic achievement. Academic performance also means the attained level of students functioning, in school task such as Language, Mathematics, Science etc. as shown in school marks (see Sahu Sudhir, 2012). Dictionary of psychology (see Chaplin, 1965) defines as educational or academic achievement as specific level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both. According to the dictionary of education (Carter. 1959), academic achievement means "The knowledge attained or skills developed in the school subjects, usually determined by test scores or by the marks assigned by teachers or both". Achievement of an individual depends on s, environmental factors like home where he lives, the racial nature and intellectual abilities like intelligence, aptitude, imagination, memory, study habit, perceptual power and attention, emotional tendencies of the children, physical background of his family. The social economic and educational status of his parents his neighbourhood moral qualities of his associates, the books, magazine he reads, the movies or television that he watches etc.

1.3 Statement of the problem

Academic concerns, which might include issues such as learning difficulties or disabilities, underachievement, lack of attention from teachers, and bullying, affect a number of students throughout their academic careers, from elementary school to college. Academic concerns may influence a student's performance in the classroom negatively, but they are also likely to have significant effect on other areas of life, often playing undue stress on a child and interfering with home, work, and play dimension. In Luangmual community a student who experiences some type of academic concern may have benefit from speaking to mental health professionals.

1.3 Objectives of the Study.

1.To profile Adolescent students.

2.To study the level of academic performance of adolescent student.

3.To find out Relationship between life skills and academic performance of adolescent students.

4.To suggest measures of social intervention.

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CHAPTER-2

LITERATURE REVIEW

CHAPTER – 2
LITERATURE REVIEW

Literature review is essential and helps the researcher to understand the theoretical background and findings of different scholars in various aspects. It gives an idea about the research gaps and helping one to have a systematic study. The purpose of the current review is to find out the research gap for further research on life skills and academic performance in Luangmual community.

P.V Prajina and Dr. J. Godwin Premsingh (2015): The researcher intended to find out the impact of life skills on the academic achievement motivation of tribal students with special reference to Kannur district of Kerala. Tribal people are considered to be indigenous people who live away from the called civilized society. The researcher adopted descriptive methodology and collected 80 tribal students from a government school of Kannur district Kerala. Samples were collected by proportionate random sampling technique from the VIIIth, IXth and Xth standard that is 50% of the sample from each standard. The study points out that there is a highly significant positive the students attain more life skills their academic achievement motivation also increases. The study exposes that the life skills and academic achievement motivation are found very less among tribal adolescence and these two variables are positively correlated each other.

Beatriz Sánchez-Hernando et al. (2021): The Researcher aim of this study was to determine the life skills of 7th and 8th grade middle school students, including social skills, cognitive skills, and affective skills, and to analyse the relationship between these skills and academic performance. The results suggest that there is a positive association between life skills and academic performance. Education and training in life skills should be integrated into curricula across all levels of compulsory education. Educational policies should adopt a health promotion approach in order to promote academic performance in the short- and medium-term, and better health outcomes and lifestyle in the medium- and long-term. Future research in this area, including longitudinal studies, should address these issues in the population of school-age children and adolescents.

Stefanie Schurer (2007): On his study the educational landscape is changing and, in this context, life skills are increasingly mentioned as relevant skills that children and adolescents should learn. The small portfolio of studies suggests that life skills of adolescents can be strengthened through education and education programs. Yet, no consensus emerges from these studies about which life skills are most important and desirable. Studies typically measure life skills with whatever proxy is available in the data. The findings from the literature that students are likely to adjust their benchmark against which they compare themselves as they navigate through the education system suggests that teacher assessments should be prioritized over student self-assessments to gauge the progress of life skill developments.

Bharat Srikala and Kumar K.V Kishore (2010): On his Study the researcher aim of this paper is to discuss only the impact of the program in an objective manner in a sample of adolescents who participated in the program for a year. The students in the control group had regular civic/moral/value education classes one to two sessions in a week according to government regulation. Often these classes were used for extra classes of other subjects. The Impact of the model shows that it improves adjustment of the adolescents with teachers, school, increases prosocial behaviour, coping, and self–esteem, as there was a significant difference between the groups in the program and not in the program.

Garima Srivastava (2015): In his study Adolescence is a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family; they are intensely influenced by their peers and the outside world in general. Essentially, there are two kinds of skills - those related to thinking are termed thinking skills; and skills related to dealing with others are known as social skills. Thinking skills relate to certain strengths with regard to cognitive abilities at an individual level. Social skills are those interpersonal skills that come to fore when a person interacts and communicates with those around

them. A combination of these two types of skills is necessary for achieving assertive behaviour and negotiating effectively.

Dr Kamendu R. Thakar (2016): The researcher aim that adolescents should know "Life Skills" because empowers them to take positive actions to protect themselves and to promote health and positive social relationships. Utility in other areas like Environment Education, Consumer Education, Peace Education and Social Cultural Issues. Life skill education can serve as a remedy for the problems as it helps the adolescents to lead a better life. It is Time for Achievement, deciding professions, developing personality, Emotional instability, wishing only good for others, but often end up doing, due to Lack of self-control, Lots of societal, parental and peer pressure.

R.J. Solomon (2007): In his study on "Adolescent Problem Behaviour in Navi Mumbai: An Exploratory Study of Psychosocial Risk and Protection", he tried to identify problem behaviour in a sample of adolescents. The study was carried out in the co-educational schools, junior colleges and senior colleges of various nodes of Navi Mumbai. Students from 8th standard (expected of 13 years or above) were selected as study sample. The sample consists of all students from selected classrooms in 9 schools and colleges. The finding showed that urban living and low standard of living in adolescents were highly associated with their problem behaviours. The evidence from this study suggests that significant portions of adolescent experience problem behaviours such as substance misuse, delinquency, risky sexual behaviour and suicide.

Neil Thalagala et al. (2004): In their study, "National Survey on Emerging Issues among Adolescents in Sri Lanka", conducted a survey among school going children in Sri Lanka, concluded that adolescence need sound life skills to face demands, stresses and conflicts of life effectively. The survey consisted of two main components. The first component was carried out among 29,911 school-going adolescents representing 25 administrative districts of Sri Lanka. The second component was carried out among 10,079 out-of-school adolescents. Usually, life skills are exercised in combination, and hence, cannot be measured in isolation. In general life 19 skills improved with increasing age and socio-economic status. No gender

differences seen in life skills. The overall pattern indicates the presence of a considerable percentage of adolescents in Sri Lanka lack sound life skills. Hence life skills promotion could be identified as an important focus of attention for the programmes aimed at adolescent wellbeing. The study recommended of incorporation life skills as a mandatory subject to the basic training curriculum of all the teachers, promoting in service training on life skill education, development of indicators to assess life skills education at school level, creating awareness among parents, involvement of the existing school nexus such as health clubs, anti-narcotic groups etc.

Bettina Piko (2001): in the article entitled "Gender differences and similarities in adolescents' ways of coping", defined adolescence as a period between childhood and adulthood 18 when the individual is confronted by a series of developmental challenges. Thus, a special characteristic of adolescence is an increasing need for autonomy. Adolescence may be characterized as a stage which both social roles and coping skills undergo dramatic changes. It is therefore the age stress as well, when one has to adapt with new changes. It is also characterized by uncertainties in regard to identity and position in the peer group, in society at large and in the context of one's own responsibilities as an adult. There is a debate whether problem behaviours, such as drug abuse, cigarette smoking, or problem of drinking, are related more too sensation- seeking or maladaptive coping strategies. Self-destructive behaviours, however, are not always linked with being 'adventurous' and the self-mutilation of adolescents. Adolescents also exhibit mood-swings and might even indulge in self destructive activities, such as use of alcohol, drugs and violence. Those who are poor and inadequately educated often have to bear the physical and psychological strain of adulthood before they are fully equipped. Absence of adequate information, adolescents exercise decisions without being able to consider all the aspects that will have adverse impact on their decisions. Ignorance, misinformation, and misconceptions abound among the vast majority of adolescents in India concerning issues of sexuality and health.

CHAPTER – 3

METHODOLOGY

CHAPTER - 3

METHODOLOGY

The earlier chapter presented a critical review of literature and the major research gaps therein. In this chapter, the description of the study is presented. A profound methodology is significant for scientific research in order to study the objectives of the present study. The present chapter describes the settings of study and methodology, this chapter has been divided into many sections which are Field of the study, Research Design, Universe of the study, Sample Size, Sampling, Method, Sources (Primary & Secondary) and Data Processing.

3.1 Field of the Study.

The study was conducted in 2nd Battalion MAP English Medium School Luangmual.

3.2 Research Design.

The present study/research is descriptive research design in order to integrate the different components of the study in a coherent way.

3.3 Universe of the study.

The universe of the study comprises Class X students of 2nd Battalion MAP English Medium School among the age group of 13-19 years.

3.4 Sample Size.

30 Students were selected to represent the class which comprises 15 Male and 15 Female.

3.5 Sampling.

Samples were selected using quota sampling method. The samples are collected from 2nd Battalion MAP English Medium School.

3.6 Sources of data.

i). The Primary Data : Primary data is collected through a structured questionnaire where the unit of study was adolescent of Luangmual Community.

ii). The Secondary Data: Collected by using relevant Reports, Journals, Articles and Internet Sources.

3.6 Data Processing and Analysis.

The collected data for this study will be processed accordingly by omitting the wrong or bias one and correcting false one to analyse. The trainee Make use of MS- EXCEL and SPSS (Statistical Package for the Social Sciences) version 22.0 to analyse the data to interpret.

CHAPTER – 4

RESULT AND DISCUSSION

CHAPTER – 4

RESULT AND DISCUSSION

In this chapter, an attempt has been made to present of the analysis of the data collected through questionnaire in 2nd Battalion MAP English Medium School. Th e information Provided by the respondents was analysed according to the objectives of the study. The Data were analysed quantitatively.

4.1 Profile of the Students.

The data collected to ascertain the profile of the students such as age, gender, religion, community, type of family, number of family, hobby and family own business. Every respondent is classified into precise group. (**See table 4.1**).

Age is classified into three categories which represent the classification of adolescent's viz., 10 to 13 (Young adolescence), 14 to 16 (Middle adolescence) and 17 to 19 (Late adolescence). More than half (80%) of the respondents Belongs to the age group of 14 to 16 years and the rest (20%) belongs to 17 to 19 years.

As the respondents are 30, 15 boys and 15 girls are selected to take their profile, their percentage is equal.

In reference to religion, more than half (93.4%) are Christian, Hindu are about (3.3%) and there is (3.3%) from the respondents which belongs to any other (specify) religion.

Most of the respondents belongs to Schedule Tribe (96.7%) and few of the respondents (3.3%) are General.

With reference to types, more than half (60%) of the respondents belongs to nuclear family and there are (36.7%) who belongs to Extended family, whereas the rest (3.3%) are Single parents.

Regarding the Number of family, the findings show that the number of family between 1 to 5 (50%) and 6 to 10 (50%) have equal family members.

All the respondents are students there is a chance of their hobby is different, more than half of the respondents (66.7%) belongs to football and about (20%) are in music, whereas the rest (13.3%) are in Playing mobile Games.

Most of the respondents (93.4%) didn't have any Business, whereas only (6.6%) have their own family business.

SI.No	Particular	No of Respondents	Percentage (%)
		N = 30	
I	**Age**		
	14 – 16	24	80%
	17 – 19	6	20%
II	**Gender**		
	Male	15	50%
	Female	15	50%
III	**Religion**		
	Christian	28	93.4%
	Hindu	1	3.3%
	Any other *(specify)*	1	3.3%
IV	**Community**		
	Schedule Tribe	29	96.7%
	General	1	3.3%
V	**Type of Family**		
	Nuclear Family	18	60%
	Extended Family	11	36.7%
	Single parent	1	3.3%
VI	**No of Family**		
	1 – 5	15	50%
	6 –10	15	50%
VII	**Hobby**		
	Football	20	66.7%
	Mobile Games	4	13.3%
	Music	6	20%
VIII	**Family own Business**		
	Yes	2	6.6%

	No	28	93.4%

Source: Computed

Table 4.1: Demographic profile of the students.

4.2: Academic Performance and learning skills.

The Statistical data show that the respondents have different performance and learning skills in their academic line **(See table 4.2)**. From all the respondents, more than half (93.4%) are a slow learner and only (6.6%) are fast learner and from all the Respondents students, majority of their favourite subject is Science which is (56.7%), Mathematics (26.6%) and the rest (16.7%) are Mizo Subject, whereas their weak subject from the data that is taken, more than half (86.7%) are weak in science and (13.3%) are weak in Mizo.

As we know that COVID – 19 Pandemic a rise all over the world, which also affect Mizoram. All the Educational institute can't be open, the students need Smart Phone to attend the class, so more than half (56.7%) of the Respondents students have their own Smart Phone and the rest (43.3%) didn't have their Smart Phone, as some of them are having their own Smart Phone it affects in many ways, in their academic performance majority (86.7%) affects their study and only (13.3%) can manage without Smart Phone.

As we are taking data from adolescence students, Majority (86.7%) of the Respondents are facing many factors that affect their academic Performance and the rest (13.3%) didn't have any things which can affect their Performance. Most (70%) of the Respondents students improving their life skills from their academic line and (30%) of the respondents didn't gain any things which can improve their life skills from their study. From all the Respondents students (60%) of the students satisfy on their performance of their study and (40%) of the students didn't exactly satisfy on their academic Performance.

Regarding the hobby that effect the academic performance of the Adolescent's students, more than half (63.3%) of their hobby effect their academic performance and (36.7%) didn't have anything which affect their Academic Performance from their hobby.

SI.No	Particular	No of Respondents	Percentage (%)

		N = 30	
I	**Fast learner or slow learner**		
	Fast Learner	2	93.4%
	Slow Learner	28	6.6%
II	**Favourite subject**		
	Science	17	56.7%
	Mathematics	8	26.6%
	Mizo	5	16.7%
III	**Weak Subject**		
	Science	26	86.7%
	Mizo	4	13.3%
IV	**Having their own Smart Phone**		
	Yes	17	56.7%
	No	13	43.3%
V	**Did Smart Phone helps them in their study**		
	Yes	26	86.7%
	No	4	13.3%
VI	**Any factors that affect in academic line**		
	Yes	26	86.7%
	No	4	13.3%
VII	**Improving their life skills from their study**		
	Yes	21	70%
	No	9	30%
VIII	**Satisfy on their Performance of their study**		
	Yes	18	60%
	No	12	40%

IX	Hobby that effects their academic performance		
	Yes	19	63.3%
	No	11	36.7%

Source: Computed

Table 4.2: Academic Performance and Learning Skills.

4.3: Relationship Between Life Skills and Academic Performance.

This is also another important data that shows the Relationship between Life Skills and Academic Performance from Adolescent Students. **(See table 4.3)**

From the data collected from the respondents, most (86.7%) is having financial problems in their academic line and the rest (13.3%) doesn't face any financial problems during their study. The Adolescent respondent from (63.3%) didn't get any disagreement from their parents during their study time whereas (36.7%) get some disagreement.

For Adolescent student during their academic time Relationship is one of the most important that can affect their study but in this data that is taken, more than half (70%) of the respondents didn't get any distract from love affair and (30%) get some distract in their study. The respondents from (86.7%) have improvement in how to behave in their society from their academic line, while (13.3%) didn't get any improvement from their study. The contribution of a good idea for their society from the Respondents students (16.7%) of the students used to contribute and (26.6%) didn't contribute for the society. Whereas, (56.7%) have contribute for sometimes.

From 30 Respondents that is taken from the adolescent students, only (16.7%) of the students helps to build their relationship with their family from their academic study, (70%) didn't get any improvement to build their relationship with their family members and (13.3%) respondents got sometimes.

(43.35%) have influence their Peers from their academic line and (23.4%) didn't influence their Peers while (33.3%) used to influence sometimes. From the data given by the respondents (16.7%) gain improvement in their religious beliefs and the other (13.3%) used to

gain sometimes while more than half (70%) doesn't have any improvement in their religious beliefs.

Findings shows that majority of the respondents (60%) used to have stress/depressed in their study, and some (23.3%) didn't have any stress on their academic line while (16.7%) of the respondents used to have stress on their academic line sometimes. Most (60%) of the respondents usually lost their character when they got a Bad Grades, (20%) of the respondents didn't Lost their character mean while the rest (20%) sometimes used to lose their character in their academic line when they got a Bad Grades.

SI.No	Particulars	No of Respondents	Percentage (%)
		N = 30	
I	Financial Problems during their academic		
	Yes	26	86.7%
	No	4	13.3%
II	Disagreement from their parents during their academic time		
	Yes	11	36.7%
	No	19	63.3%
III	Distract from their Relationship during their study time		
	Yes	9	30%
	No	21	70%
IV	Behave in their society from academic line		
	Yes	26	86.7%
	No	4	13.3%

V	Contribution of Goof ides for their society		
	Yes	5	16.7%
	No	8	26.6%
	Sometimes	17	56.7%
VI	Build Relationship with their family members		
	Yes	5	16.7%
	No	21	70%
	Sometimes	4	13.3%
VII	Influencing Peers Group from their study		
	Yes	13	43.3%
	No	7	23.3%
	Sometimes	10	33.4%
VIII	Improving in their religious beliefs		
	Yes	5	16.7%
	No	4	13.3%
	Sometimes	21	70%
IX	Having Stress or Depressed in their study		
	Yes	18	60%
	No	7	23.3%
	Sometimes	5	16.7%
X	Lost character when they got Bad Grades		
	Yes	18	60%
	No	6	20%
	Sometimes	6	20%

Source: Computed

Table 4.3: Relationship between life skills and academic Performance

4.4: Changes in student Learning Environment.

In this the category, the data shows that if the Respondents infrastructure or facilities get upgraded the his/her performance will be better or not, (66.7%) of the respondents think that their performance will be better and (23.3%) didn't get any improvement or performance will be better, whereas (10%) think that it may be better. Regarding the way of teaching (26.7%) thinks that if their teacher's personality of way of teaching is change their grades will be better and (30%) thinks that there is no need of change of their personality or way of teaching, meanwhile (43.3%) thought that it may change. As social media is one of the main problems for adolescent in today's world, especially for young children. In this data, (30%) of the respondents is disturb by social media, (40%) didn't faced any problems from social media, while (30%) thinks that social media maybe the problems for their academic line.

(23.3%) thinks that there can be change in academic environment if there's societies get upgraded but (30%) of the respondents didn't think that there cannot be change, whereas (46.7%) of the respondents think that there may be a change in the Academic Environment if there's societies get upgrade. (36.7%) of the Respondents students think that they will do better in their Academic Line if their society get upgraded, (26.8%) think's that there's result will Not be change, while (36.7%) of the Respondents think's that their result maybe changes if their societies is upgraded.

SI.No	Particulars	No of Respondents	Percentage (%)
		N = 30	
I	Grades will be better if facilities get upgrade		
	Yes	20	66.7%
	No	7	23.3%
	Maybe	3	10%

II	**Better Grades if the way of teaching is change**		
	Yes	8	26.7%
	No	9	30%
	Maybe	13	43.3%
III	**Disturb by social media in their Academic Line**		
	Yes	9	30%
	No	12	40%
	Maybe	9	30%
IV	**Academic Environment will be better if change happen in society**		
	Yes	7	23.3%
	No	9	30%
	Maybe	14	47.7%
V	**Grade will be better if change in society**		
	Yes	11	36.7%
	No	8	26.8%
	Maybe	11	36.7%

Source: Computed

Table 4.4: Changes in Student Learning Environment.

CHAPTER – 5

CONCLUSION AND SUGGESTION

CHAPTER – 5

CONCLUSION AND SUGGESTION

In this chapter conclusion and suggestion of the present study is presented. It has been divided into two sections.

5.1: MAJOR FINDING

To meet with the major findings, the respondents were gathered through questionnaire and the following are the major findings.

5.1.1: Profile of the Students.

Demographic profile of the respondents was taken from 2nd Battalion MAP English Medium School, 30 Respondents was taken from Class X students, out of which 15 boys and 15 girls were given equal representation in this study.

The findings from the study revealed that more than (80%) of the respondents belongs to the age group of 14 − 16. Almost (93.4%) are Christian. Most of the respondents belongs to Schedule Tribe (96.7%).

With reference to types, more than half (60%) of the respondents belongs to nuclear family. Most of the respondents (93.4%) didn't have any Business.

5.1.2: Academic Performance and Learning skills.

The finding from the study Reveal that, more than half (93.4%). Majority of their favourite subject is Science which is (56.7%), more than half (86.7%) are weak in science.

The study reveals, more than half (56.7%) of the Respondents students have their own Smart Phone and in their academic performance majority (86.7%) affects their study.

Majority (86.7%) of the Respondents are facing many factors that affect their academic Performance and the Respondents students improving their life skills from their academic line and (30%) of the respondents didn't gain any things which can improve their life skills from their study. From all the Respondents students (60%) of the students satisfy on their performance of their performance of the study, (36.7%) didn't have anything which affect their Academic Performance from their hobby.

5.1.3: Relationship between life skills and academic performance

The findings of the study, most of the Respondent (86.7%) is having financial problems in their academic line and the rest. The Adolescent respondent from (63.3%) didn't get any disagreement from their parents. More than half (70%) of the respondents didn't get any distract from love affair the respondents from (86.7%) have improvement in how to behave in their society from their academic line. The contribution of a good idea for their society from the Respondents students (16.7%) of the students used to contribute.

From 30 Respondents that is taken from the adolescent students, only (16.7%), (43.35%) have influence their Peers from their academic line and the data given by the respondents (16.7%) gain improvement in their religious beliefs.

Findings shows that majority of the respondents (60%) used to have stress/depressed in their study and most (60%) of the respondents usually lost their character when they got a Bad Grades.

5.1.4: Changes in student Learning Environment.

From the findings, the data shows that (66.7%) of the respondents think that their Performance will be better and (26.7%) thinks that if their teacher's personality of way of teaching is change their grades will be better, (30%) of the respondents is disturb by social media.

(23.3%) thinks that there can be change in academic environment if there's societies get upgraded and (36.7%) of the Respondents students think that they will do better in their Academic Line if their society get upgraded.

5.2: CONCLUSION

The study is to perceived Academic Performance and Life skills Development on Adolescence in Luangmual Community, to understand the relationship between their life skills and academic performance.

In view of the above findings, the adolescents of Luangmual community have to improve in many ways. The knowledge which they gain from their academic line and how they involved in the society plays an important role in their life. A close Relationship with their parents Help

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them in their academic line and avoiding stressed or depressed as compared to their friends who doesn't have any good relationship with their Parents.

5.3: SUGGESTION

After a series of cross-sectional study of literature and research findings on the importance of life skills and academic performance, the following points have been suggested for their academic performance and life skills development for Adolescent in Luangmual Community.

1. Conclusion from the literature shows that their performance of their study didn't help them to improve their life skills. Therefore, there is urgent need to enhance life skills especially among the adolescence group.

2. The study revealed that most of the respondent have equal weakness subject especially in science. Therefore, the school authority can take certain measures to improve teaching in these weaker subject in the school.

3. The study shows that respondents showed they showed lower scores in their life skills from their academic study. There is also a need to study the larger sample to understand how they need life skills and academic good grade for adolescent in Luangmual Community.

4. Arrangement should be made by their parents setting proper time for using smart phone and for their study.

5.4: SOCIAL WORK INTERVENTION

The trainee interested in working with the students to improve their life skills behaviour can conduct similar study to further understanding the relationship between life skills and academic line among the students.

- The social professionals can impart life skills education among the students by practising the primary method of social work that is social case work, social group work and community organisation in order to develop life skills.

- Awareness like important of Education should be more created.

APPENDICS

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QUESTIONAIRE

I: ADOLESCENT STUDENT PROFILE

I. Profile of students   *Schedule No:* ……

(Tick (√) the most appropriate option)

1. Name	:	*Mr/Mrs*
2. Name of institution	:	
3. Age	:	
4. Gender	:	1. Male 2. Female
5. Religion	:	1. Christian 2. Hindu 3. Muslim 4 Any Other *(Specify)*
6. Community	:	1. Schedule Tribe 2. Schedule Caste 3. General 4. Other Backward Class
7. Type of Family	:	1. Nuclear Family 2. Single Parents 3. Extended Family
8. Number of Family	:	
9. Hobby	:	
10.Family own Business	:	1. Yes 2. No

II. Academic Performance and Learning skills.

(Tick (√) the most appropriate option)

1. Are you a fast learner or slow learner?	:	1. Yes	2. No
2. What is your Favourite subject?	:		
3. What is your Weakest Subject?	:		
4. Do you have your own smartphone?	:	1. Yes	2. No
5. Did your smartphone helps you in your study?		1. Yes	2. No
6. Does any factors affects you in your academic line?		1. Yes	2. No
7. Does your study helps you in improving your life skills?		1.Yes	2. No
8. Are you satisfy on your performance of your study?		1.Yes	2. No
9. Did your Hobby effect your Academic Performance?		1.Yes	2. No

III. Relationship Between Life Skills and Academic Performance

(Tick (√) the most appropriate option)

1. Did you have any financial problems in your family during your academic life?	:	1. Yes 2. No 3. Sometimes
2. Did you have any disagreement from your parents in your study time?	:	1. Yes 2. No 3. Sometimes
3. Did love affairs distract you in your academic line?	:	1. Yes 2. No 3. Sometimes
4. Did your academic skills helps you to behave in your society?	:	1. Yes 2. No 3. Sometimes
5. Have you ever contribute a good idea from your academic line in your society?	:	1. Yes 2. No 3. Sometimes
6. Did your academic line helps you in your relationship with your family members?	:	1. Yes 2. No 3. Sometimes
7. Did your study helps you in influencing your Peers group to do better in life?	:	1. Yes 2. No 3. Sometimes
8. Do the life skills you gain from your academic line guides you in religious beliefs?	:	1. Yes 2. No 3. Sometimes
9. Do you have a stress/depressed in your education life?	:	1. Yes 2. No 3. Sometimes
10. When you got a Bad Grades in your Academic Line, do you used to Lost your character because of your grades?	:	1. Yes 2. No 3. Sometimes

IV. Changes in Student Learning Environment

(Tick (√) the most appropriate option)

1. Do you think your academic performance will be better if your infrastructure/facilities get upgrade?	:	1. Yes 2. No 3. Maybe
2. Do you think that your grade will be better if there is a change in the Teacher personality or way of teaching?	:	1. Yes 2. No 3. Maybe
3. Do you think that social media distract you from getting a good grade in your academic line?	:	1. Yes 2. No 3. Maybe
4. Do you think that your society need upgraded in Academic Environment?	:	1. Yes 2. No 3. Maybe
5. Do you think that you'll be able to do well if your Society get upgraded?	:	1. Yes 2. No 3. Maybe