

**LIFE SKILLS AND ACADEMIC PERFORMANCE AMONG ADOLESCENTS
IN PUKPUI COMMUNITY**

Submitted for the partial fulfilment of Bachelor of Social Work, 2023

Submitted by

Remruatkima Ralte
Roll No- 2123BSW019
BSW V Semester

DEPARTMENT OF SOCIAL WORK
HIGHER AND TECHNICAL INSTITUTE, MIZORAM
PUKPUI, LUNGLEI - 796691

CERTIFICATE

This is to certify that the research, '**Life Skills and Academic Performance among Adolescents in Pukpui Community**' submitted by Remruatkima Ralte, for the partial fulfillment of the Bachelor of Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for any award, degree or for any other institution of learning.

Date: 3rd November, 2023

Place: Pukpui, Lunglei



(R. LALLIANZELA)

Head

Department of Social Work
Higher and Technical Institute, Mizoram



(R.LALLIANZELA)

Fieldwork Supervisor

Department of Social Work
Higher and Technical Institute, Mizoram

ACKNOWLEDGEMENT

Firstly, I sincere appreciation goes to Mr R.Lallianzela Head, Department of Social Work, Higher and Technical Institute, Mizoram (HATIM) for all the support and enablement.

I would like to show appreciation to Ms Rebecca LP Lalnunhlui, Field Work Coordinator, Department of Social Work, HATIM for the proper arrangement of time and date and compensation of the loss of days during the field work.

I give sincere gratitude to Mr. R. Lallianzela, Fieldwork Supervisor, Department of Social Work, HATIM for all his encouragement, support, guiding and help throughout the research.

I give thanks to all the Teachers and Students of Govt Middle School, Pukpui and Govt High School, Pukpui for their support and cooperation by sparing their valuable time for the collection of information for the success of the research.

Lastly, I give thanks to my co-workers for their support and teamwork.

Date: 3rd November, 2023

Place: Lunglei, Mizoram



(REMRUATKIMA RALTE)

Bachelor of Social Work

CHAPTER	CONTENT	PAGE NO
	Certificate	i
	Acknowledgement	ii
	Contents	iii
I	Introduction	1-3
II	Literature Review	4-5
III	Methodology	6
IV	Results and Discussions	7-20
V	Conclusion	21-22
	Appendices	
	References	iv
	Interview schedule	v-xii

CHAPTER I

INTRODUCTION

1.1 Life skills

Life skills are a set of psychosocial abilities that allow the individual to act competently and behave adequately in a range of day-to-day situations and scenarios. According to Morales-Rodríguez et al., there are three types of life skills: social, cognitive, and affective. Social skills are defined as the specific social abilities that are necessary to interact with, and relate to, others in an efficient, respectful, and mutually satisfactory manner. Cognitive skills are the foundation for the construction and organization of knowledge and reasoning and include abilities such as self-efficacy, defined as the belief in one's ability to face diverse situations. Affective skills influence subjective wellness; subjective wellness could be colloquially described as happiness and comprises two components, namely cognitive and emotional. In order to achieve a high level of subjective wellness, individuals must have a high level of personal satisfaction (cognitive component) and positive affective balance (emotional component).

Life skills may be viewed as a range of psycho-social and cognitive abilities that equip children to make informed decisions and choices, manage their emotional well-being and communicate effectively. Efforts to address the achievement gap have typically focused on core subjects such as Maths and English. A common belief is that life skills are optional and secondary to achieving basic literacy and numeracy only if resources are available. Research, however, unequivocally shows that students who develop social-emotional skills and academic mindsets are better equipped to succeed in school and are able to transfer theoretical concepts to real-life situations early on.¹ We will explore evidence on this need for life skills education in more detail.

Over the last decade there has been an increased interest among mental health professionals in the area of life skills. Hamburg (1990) defined life skills training as the teaching of requisite skills for surviving, living with others, and succeeding in a complex society. The generic skills are communication, interpersonal negotiation, self-regulation and decision-making skills. Nelson-Jones (1993) states life skills are personally responsible sequences of self-helping choices in specific psychological skills areas conducive to mental wellness. People require a repertoire of life skills according to their developmental tasks and specific problems of living.

1.2 Academic and life skill education

Academic performance is an indicator of the success of the teaching and learning process. According to Solano, "academic performance is concerned with the assessment of students' knowledge on a particular subject. It is a complex construct that is influenced by numerous components, including personal (cognitive capacity and personality) and educational factors. In addition, academic performance is associated with social and psychological wellbeing. One way to address these factors is through life skills.

The goals of education, and of a school, indisputably include building cognitive abilities such as reading and math. Increasingly, however, it also implies that children should be equipped with other abilities that allow them to succeed in and contribute to the society they live in. We will broadly call such traits – such as communication, critical thinking, creativity, self-management, decision-making, perseverance - life skills. This note aims to synthesise and contribute to the growing discussion around the development of life skills education in India. We propose that life skills should be explicitly woven into school education by exploring evidence on why such skills matter and which skills are important for learning and future outcomes. The following sections then review how these skills are typically nurtured in or out of schools and how feasible these interventions may be. We conclude by analysing present opportunities for building the scope of life skills education in policy and practice in India.

An effective life skills approach is driven by multiple aspects such as: -

- a) Programme content: Developing relevant information, attitudes, and skills
- b) Mechanisms: Implementing participatory teaching practices, modelling of skills and reinforcement
- c) Teacher training: Building teacher's belief the potential of life skills education and their capacity to impart such skills
- d) Commitment: Advocating for the integration of life skills education in school curriculum

1.3 Adolescence: Issues and challenges

Adolescence is a transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24.

In many societies, however, adolescence is narrowly equated with puberty and the cycle of physical changes culminating in reproductive maturity. In other societies adolescence is understood in broader terms that encompass psychological, social, and moral terrain as well as the strictly physical aspects of maturation. In these societies the term adolescence typically refers to the period between ages 12 and 20 and is roughly equivalent to the word teen. adolescence, transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24.

1.4 Statement of the problem

The adolescents face many troubles dealing with the changes that bother them. Apart from this the adolescents of today face many more choices and demands than ever before. Dealing with academic competition, handling family responsibilities, transcending daily life conflicts, dealing with peer pressure, preparing for future roles, making crucial carrier choices on the one hand provide them with greater independence but on the other hand can also lead to greater conflict and frustration, thus affecting their psychosocial well-being. It is essential to

help the students acquire enduring self-esteem, inquiring habits of mind, reliable human relationships, a sense of belonging in a valued group, and a feeling of usefulness. Adolescents need a basis for making informed, deliberate decisions, especially on matters that have major consequences, such as educational and occupational futures and human relations (see Hechinger, 1992).

Imparting Life Skills training through inculcating Life Skills Education will help our adolescents to overcome such difficulties in life. These skills help to develop psychosocial competence and empower young people to have control over what they do. Decision making, communicating, building self-esteem, developing relationships, dealing with conflicts, problem solving, coping with stress and emotions are set of skills which are necessary for the psychosocial wellbeing in children and adolescents. Therefore, the study will attempt to understand Life Skills as one important asset for adolescents and its possible relationship with Academic Achievement. It is expected that Life Skills will be one good instrument to help them pull off with academic achievement.

1.5 Objectives of the study

The objectives of the study are as follows: -

- 1) To profile the respondent- school students
- 2) To identify the study patterns of the respondents
- 3) To assess the level of life skill among school students
- 4) To measure the impact of life satisfaction on academic performances
- 5) To suggest measures for social work measures for intervention

1.6 Chapter Scheme

The study is classified into the following chapters: -

- 1) Introduction
- 2) Review of Literature
- 3) Methodology
- 4) Result and Discussion
- 5) Findings and Suggestions

CHAPTER II

REVIEW OF LITERATURE

Aparna, N & Rakhee. A, S. (2011) the researcher in their article discusses that life skills facilitates a complete and integrated development of Individuals to function effectively as a social beings.

Yadav, P. & Yadav, N. (2009) in their research study investigated the impact of life skill training on adolescents and made an attempt to understand the effectiveness of life skill approach on adolescents selfesteem, adjustment level and empathy. The researcher took sample comprised of 60 students and tool used for data collection were Self-esteem inventory (Adult form), Adjustment inventory for school students and Empathy questionnaire by Cohen and Wheel Wright was used. The result depicted that there was a significant difference between the pre test and post test condition on self-esteem, emotional, educational, total adjustment and empathy. The significant difference was observed between all the pairs at 0.01 level of significance.

Dr. Dixit, D .Kr. & Dr. Ahmed, M. S. (2013) analyzed the need for reorganize of the education systems across the Globe so that they provide not only high standard of academic qualification but also important life skills which are now very much necessary for employers and other members in the global society.

Monteiro, S., Pereira, A., & Sarmento, M. (2015) in their research work tired to investigate the differences between a clinical group and a nonclinical group of students in higher education with regard to risk behaviours (use of alcohol and other drugs, and sexual risk behaviours) and psychopathology. A clinical sample of 73 participants and a nonclinical sample of 78 participants were evaluated through the Risk Behaviours Questionnaire for University Students and the Brief Symptom Inventory. t-test and chi-square tests revealed that comparisons between groups showed that higher education students who are receiving psychological and/or psychiatric help showed more sexual risk behaviours and psychopathological symptoms than the nonclinical sample. However it was found that a considerable percentage of students belonging the nonclinical sample were emotionally disturbed.

Sharma, P. & Kirmani, M. N. (2013) revealed higher rate of depression and anxiety among female students, professional students report higher level of depression and anxiety than nonprofessional students. Also found that girls reported more symptoms of depression and anxiety in comparison of boys. They suggested that the colleges and the Universities need to set up mental health clinics and employ trained mental health counsellors and clinical psychologists to cater the emerging mental health needs of the students.

Schultz, C. M. & Chweu, M .G.(2012) asserted that Life Skills program help students to know themselves better, take conscious decision about their lives and to attain personal and academic goals.

Fallahchai, R. (2012) in their investigation proved that Knowledge of suitable life skills would provide an opportunity for individuals to act normally in their daily life and effortlessly and positively conform to social environment and culture when dealing with other people. In

addition, life skills would help individuals boost their level of adaptability and psychological capacity.

Singh, H. & Dr. Gera, M.(2015)suggested that the teaching of life skills should be coupled with other teachings of hygiene, health, environment and promotion of positive attitudes and values. To fulfill the suggestions the researcher recommended that the school curriculum must be enriched with effective Life Skills programs.

Bardhan, A. (2016) made an attempt to understand the impact of various life skills interventions in developing positive behavior among the adolescents. The result of the study proved that life skills intervention has helped in developing mental wellbeing of the adolescents and helped them to lead a normal and healthy life free from depression, alcoholism, violence and other psychosocial problems.

Muthulakshmi, R., & Pamela, A.A.J. (2016) conducted a research study and investigated experimentally the effectiveness of life skills training on academic achievement and achievement in genetics among eleventh standard students. 64 Government school students from Chennai were selected randomly and applied self-prepared Modules on Genetics based on Life Skills to develop life skill and Achievement test in genetics for measure. Results revealed that the students who were in experimental group have scored higher level of achievement in genetics and academic achievement than the students who were in control group. It may be concluded Life skills training are a participatory process which makes active learning, enthusiastic participation and metacognitive ability among the learners for their academic performance and achievement.

CHAPTER III METHODOLOGY

3.1 Field of the Study

The study was conducted in one middle school and one high school, i.e Gov't Middle School -1, Pukpui and Gov't High School,Pukpui.

3.2 Research Design

This study is descriptive in design. The study was based on primary data collection through quantitative that relied on printed questionnaire for data collection.

3.3 Sample Size

The sample size of the present study is limited to 60. From Class VIII there are 18 students, from Class IX there are 16 students and from Class X there are 19 students. There were 53 respondents in data collection.

3.4 Sampling

The type of sampling technique employed is convenient sampling. Researchers use stratified sampling to ensure specific subgroups are present in their sample. It also helps them to obtain precise estimates of each groups' characteristics.

3.5 Sources of Data

The primary data was collected through questionnaire, focus group discussion and case studies. The researcher adopted a standardized scale for assessing the life skills among the students. The tool was developed by Nair et al.(2009), Rajiv Gandhi National Institute of Youth and Development. The tool was also checked for its feasibility and reliability with .608 Cronbach's Alpha.The secondary data were collected from books, magazines, journals and articles, etc.

3.6 Method of Data Collection

Interview Schedule was used for the collection of primary data.

3.7 Data Analysis

Data analysing and processing were completed using the statistical software MS Exel and SPSS.

CHAPTER IV RESULTS AND DISCUSSION

4.1 Demographic profile

It is necessary to know the demographic profile of the respondent in order to know their basic details. The demographic profile of the respondent is classified into Gender, Age Group, Class, Religion and Denomination. They are present in table 4.1

In this study, Age group is classified into 12-14, 15-17 & 18-20 among the respondents three fifth (64.2%) are in the age group 15-17 in which male are more (67.9%) than female (60%). Among the respondents, one fifth (20.8%) are in the age group 18-20 in which female are more (24%) than male (17.9%).

Class is classified into VIII, IX & X. Among the respondents one fifth (35.8%) are in the class X in which female are more (36%) than male (35.7%). Among the respondents, one fifth (34%) are in the class VIII in which female are more (36%) than male (32.1%).

Religion is classified into Christian, Muslim, Hindu and Others, among the respondents all are Christians in which male and female are 100%.

Denomination is classified into Baptist, Presbyterian (MZ), UPC(NEI) and Seventh Day Adventist. Among the respondents, Baptist is little less than half (39.6%) in which male are more (46.4%) than female (32%). Among the respondent, UPC(NEI) is one third (34%) in which male is more (35.7%) than female (32%).

Table 4.1 Demographic profile of the respondents

Sl/no	Variables	Gender		Total
		Male	Female	
		n=28	n=25	N=53
I	Age group			
	12-14	4	4	8
		14.3%	16.0%	15.1%
	15-17	19	15	34
		67.9%	60.0%	64.2%
	18-20	5	6	11
		17.9%	24.0%	20.8%
	<i>Mean Age</i>	<i>16.20</i>		
II	Class			
	8	9	9	18
		32.1%	36.0%	34.0%
	9	9	7	16
		32.1%	28.0%	30.2%
	10	10	9	19
		35.7%	36.0%	35.8%
III	Religion			

	Christianity	28	25	53
		100.0%	100.0%	100.0%
IV	Denomination			
	Baptist	13	8	21
		46.4%	32.0%	39.6%
	Presbyterian	4	3	7
		14.3%	12.0%	13.2%
	UPC (MZ)	1	3	4
		3.6%	12.0%	7.5%
	UPC (NEI)	10	8	18
		35.7%	32.0%	34.0%
	Seventh Day Adventist	0	3	3
		0.0%	12.0%	5.7%

Source: Computed

4.2 Family Details of the Respondent

It is necessary to know the family details of the respondent in order to know their basic details. The family details of the respondent stand classified into Socio economic base, types of family, and forms of family of the respondent. They are present in table 4.2

In this study socio economic base are classified into APL, BPL and AAY. Majority of the respondent opted BPL (62.3%) followed by AAY (24.5%), APL (13.2%).

Types of Family are classified into Joint Family and Nuclear Family. More than half of the respondent opted Joint Family (60.4%) followed by nuclear family (39.6%).

Forms of Family are classified into Stable and Broken. More than half of the respondent opted Stable (83%) followed by Broken (17%).

Table 4.2 Family details

Sl.No	Variables	Frequency	Percentage
I	Socio-economic bases		
	APL	7	13.2
	BPL	33	62.3
	AAY	13	24.5
II	Type of family		
	Joint Family	32	60.4
	Nuclear Family	21	39.6
III	Form of family		
	Stable	44	83.0
	Broken	9	17.0
	Total	53	100.0

Source: Computed

4.3 Educational qualification of parents

Father's Educational Qualification are classified into Below HSLC, HSLC, HSSLC, Graduate and Post Graduate. This is presented in table 4.2.

Respondents who opted Below HSLC (47.2%) followed by HSLC (27.2%).

Mother's Educational Qualification are classified into Below HSLC, HSLC, HSSLC, Graduate and Post Graduate. Respondents who opted HSLC (34%) followed by HSSLC (28%).

Guardian's Educational Qualification are classified into Below HSLC, HSLC, HSSLC, Graduate and Post Graduate. Respondents who opted Below HSLC (45.3%) followed by HSLC (24%).

Table 4.3 Educational qualification of parents

Sl.No	Variables	Frequency	Percentage
I	Fathers' educational qualification		
	Below HSLC	25	47.2
	HSLC	15	28.3
	HSSLC	10	18.9
	Graduate	3	5.7
II	Mothers' educational qualification		
	Below HSLC	13	24.5
	HSLC	18	34.0
	HSSLC	15	28.3
	Graduate	7	13.2
III	Guardians' educational qualification		
	Below HSLC	24	45.3
	HSLC	13	24.5
	HSSLC	5	9.4
	Graduate	9	17.0
	Post Graduate	2	3.8
Total		53	100.0

Source: Computed

4.4 Parents' occupation

Father's Occupation are classified into Govt Servant, Business, Daily Wage Earner, Unemployed and Others. Respondents who opted Daily Wage Earner (34%) followed by Govt Servant (22.6%).

Mother's Occupation are classified into Govt Servant, Business, Daily Wage Earner, Unemployed and Others. Respondents who opted Others (39.6%) followed by Govt Servant (20.8%).

Guardian's Occupation are classified into Govt Servant, Business, Daily Wage Earner, Unemployed and Others. Respondents who opted Others (39.6%) followed by Unemployed (22.6%).

Average Household Monthly Income are classified into Below 10000, Rs 10000-25000, Rs 25000-35000, Rs 35000-45000, Rs 45000-55000 and Above Rs 55000. Respondents who opted Rs 10000-25000 (50.9%) followed by Rs 35000-45000 (18.9%).

Table 4.4 Parents' occupation

Sl.No	Variables	Frequency	Percentage
I	Fathers' occupation		
	Govt Servant	12	22.6
	Business	11	20.8
	Daily Wage earner	18	34.0
	Unemployed	5	9.4
	Others	7	13.2
II	Mothers' occupation		
	Govt Servant	11	20.8
	Business	8	15.1
	Daily Wage earner	5	9.4
	Unemployed	8	15.1
	Others	21	39.6
III	Guardians' occupation		
	Govt Servant	6	11.3
	Business	6	11.3
	Daily Wage earner	8	15.1
	Unemployed	12	22.6
	Others	21	39.6
IV	Average monthly income		
	Below Rs 10000	6	11.3
	Rs 10000-25000	27	50.9
	Rs 25000-35000	10	18.9
	Rs 35000-45000	9	17.0
	Rs 45000-55000	1	1.9
Total		53	100

Source: Computed

4.5 Family composition

Number of Family Members are classified into 2-5 and 6-10. More than half of the Respondents who opted 2-5 (50.9%) followed by 6-10 (49.1%).

Number of Siblings are classified into 1-3, 4-6 and More than 6. More than half of the respondents who opted 1-3 (88.7) followed by 4-6 (11.3%).

Number of dependents are classified into 1-3, 4-6 and More than 6. More than half of the respondents who opted 1-3 (84.9%) followed by 4-6 (15.1%).

Number of Earners are classified into 1-3, 4-6 and More than 6. Among the respondents, 1-3 is more (96.2%) than 4-6 (3.8%).

Table 4.5 Family composition

Sl.No	Variables	Frequency	Percentage
I	Number of family members		
	2-5	27	50.9
	6-10	26	49.1
II	Number of Siblings		
	1-3	47	88.7
	4-6	6	11.3
III	Number of Dependents		
	1-3	45	84.9
	4-6	8	15.1
IV	Number of Earners		
	1-3	51	96.2
	4-6	2	3.8
Total		53	100

Source: Computed

4.6 School related issues

It is necessary to know the academic performance of the respondent in order to know their economic details. The academic performance of the respondent is classified into favourite subject, why is it, favourite teacher, why is it, how do you go to school, distance of school from home, bring own lunch, daily expenditure in school, involved in any co-curricular activities, received award in activities of the respondent. They are present in table 4.3.

Favourite subjects of the respondent are classified into Mathematics, Science, Social Science, Mizo, English, Hindi and others. Among the respondent, Mizo is a little more than one fifth (35.8%) than Science (20.8%).

Why favourite subject is classified into easy to understand, interested in the subject and easy to learn because own language. More than half (54.7%) of the respondent choose interest in the subject followed by a little more than one fifth (24.5%) of the respondent who choose easy to learn because of language.

Favourite teacher of the respondent are classified into Sir Chhana, Sir Zika, Miss Tetei, Sir Tpa, Sir Marova, Miss Chhani, Sir Joseph, Sir Biakchama, Miss Ruatdiki, Sir Henry, Sir

Rindika and Sir Thanghleia. Among the respondent, a little more than one fifth (22.6%) choose Sir Henry followed by a little more than one fifth (17%) choose Sir Rindika.

How do the respondent go to school is classified into private vehicle, public transport and by foot. Majority of the respondent (100%) are go to school by foot.

The distance between school and home of the respondent is categorized into Less than 1 km, 1-2 km, 2-3 km, 3-4 km, 4-5 km and more than 5 km. Majority of the respondent (81.1%) of the distance between school and home is less than 1 km followed by 1-2km(18.9%) of the distance between school and home.

Majority of the respondent (84.9%) bring their own lunch from home and followed by 15.1% of the respondent who buy lunch from shop, cafeteria or others.

Daily expenditure in school is classified into Below 50, Rs 50-100 and Rs 100 above. Majority (83%) of the respondent use less than below Rs 50 on school. One fifth (17%) of the respondent use Rs 50-100.

More than half of the respondent (62.3%) are not involved in Co-Curricular activities and a little less than half (37.7%) are involved in Co-Curricular Activities.

Majority (100%) of the respondent didn't receive any win awards in the activities.

Table 4.6 School related issues

Sl.No	Variables	Frequency	Percentage
I	Distance of school from home		
	Less than 1km	43	81.1
	1-2km	10	18.9
II	Did you bring your own lunch box from home?		
	Yes	45	84.9
	No	8	15.1
III	Are you involved in Co-curricular activities		
	Yes	20	37.7
	No	33	62.3
IV	Daily expenditure in school		
	Below50	44	83.0
	Rs 50-100	9	17.0
V	Did you win awards in Co-curricular activities?		
	No	53	100.0
Total		53	100.0

Source: Computed

4.7 Academic performance

Study hours of the respondent are classified into less than 1 hour, 1-2 hours, 2-3 hours, 3-4 hours, 4-5 hours and more than 5 hours a day. A little less than half (45.3%) of the respondent use time for study between 1-2 hours. A little more than one fifth (30.2%) of the respondent use time for study is less than 1 hour.

Favourite study time is classified into early morning, day time, evening, night time and late night. A little more than one fifth (28.3%) of the respondent favourite study time is night time. A little more than one fifth (26.4%) of the respondent favourite study time is evening.

Half (50.9%) of the respondent have their own study table followed by a little less than half (49.1%) of the respondent does not have study table.

Study room of the respondent were classified into sitting room, kitchen, bedroom, own room, living room and others. A little more than one third (37.7%) of the respondent study at bedroom. One third (30.2%) of the respondent study at sitting room.

The respondent were asked what types of learning style suits them best which is divided as visual, auditory, read/write and kinaesthetic learning style. A little less than half (41.5%) of the respondent use read/write learning style suit them best. A little more than one forth (28.3%) of the respondent have equal percentage in auditory and visual learning style.

The average maximum concentration hours of the respondent can spend on study are classified into Less than 1 hour, 1-2 hours, 2-3 hours, 3-4 hours, 4-5 hours and more than 5 hours. A little more than half (52.8%) of the respondent have 1-2 hours maximum concentration. A little less than half (43.4%) of the respondent have maximum concentration less than 1 hour.

4.7 Academic performance

Sl. No	Variables	Frequency	Percentage
I	Average personal study hours in a day		
	Less than 1 hour	16	30.2
	1-2 hour	24	45.3
	2-3hour	6	11.3
	4-5hour	7	13.2
II	Favorite study time		
	early morning	5	9.4
	day time	13	24.5
	evening	14	26.4
	night time	15	28.3
	late night	6	11.3
III	Do you have study table on your own?		
	yes	27	50.9
	no	26	49.1
IV	Where do you study?		
	sitting room	16	30.2
	kitchen	10	18.9
	bedroom	20	37.7
	own room	3	5.7
	living room	4	7.5
V	What learning style suits you best?		
	visual	15	28.3

	auditory	15	28.3
	read/write	22	41.5
	kinesthetic	1	1.9
VI	What is the average maximum concentration hours spend on your studies?		
	less than 1 hour	23	43.4
	1-2 hour	28	52.8
	2-3 hour	1	1.9
	7.00	1	1.9
Total		53	100

Source: Computed

4.8 Study Nature

Table 4.8 shows the respondent study nature by t-test. The concern regarding the study nature of the respondent are categorized into enjoy time spend on study, love for learning, balanced time between studies & SNSs usage, maintenance of class performance, meeting studies target, covering syllabus with little time devoted to studies and competing well in studies. Among the respondents mean scores, majority (2.74) in meeting studies target mean score are male respondent. The least study nature is enjoy time spend on study with mean score of (2.04) in which the majority are male (2.25).

In order to find out the relationship between nature of learning and gender by applying t-test, hypothesis is derived below:

H_0 = there is no relationship between study nature and gender.

H_1 = there is a relationship between study nature and gender.

Since, the P value is less than 0.005 null hypothesis is rejected at 5% level with regards to enjoy time spend on study, love for learning, balanced time between studies & SNSs usage, maintenance of class performance, meeting studies target, covering syllabus with little time devoted to studies and competing well in studies. Based on the mean score, male students are more enjoying their time spend on study because

There is no significance difference between male and female with regard to into enjoy time spend on study, love for learning, balanced time between studies & SNSs usage, maintenance of class performance, meeting studies target, covering syllabus with little time devoted to studies and competing well in studies. Among the respondents mean scores, majority (2.74) in meeting studies target mean score are male respondent. Hence, the null hypothesis is accepted at 5% level with regards to enjoy time spend on study among the respondent. Hence, there is a significance difference between male and female in enjoy time spend on study.

Table 4.8 Study nature by gender

Variables	Male		Female		Total		t value	P value
	Mean	SD	Mean	SD	Mean	SD		
Enjoy time spends on study	2.25	0.8	1.8	0.7	2.04	0.8	2.159	0.036
Love for learning	2.29	0.9	2.4	0.8	2.34	0.8	-0.496	0.622
Balance time between studies & social networking sites usage	2.64	0.9	2.52	0.8	2.58	0.8	0.527	0.601
Maintenance of class performance	2.29	0.8	2.68	0.9	2.47	0.9	-1.679	0.099
Meeting studies target	2.89	1	2.56	0.8	2.74	0.9	1.352	0.182
Covering syllabus with little time devoted to studies	2.64	1.1	2.4	1	2.53	1	0.854	0.397
Competing well in studies	2.71	1.2	2.52	1	2.62	1.1	0.651	0.518
Overall study nature	2.53	0.3	2.41	0.3	2.47	0.3	1.439	0.156

Source: Computed

4.9 Study pattern

Table 4.9 shows respondent study pattern by t-test distribution. The concerns regarding the study pattern of the respondents are categorized into study habits of daily, weekly, monthly, near or during class tests and near or during exam. Among the respondents mean scores, majority (1.94) study pattern is near or during class test in which the majority (1.32) mean score are male respondents. The least study pattern of respondent is study near or during exam with a mean score (1.17) in which the majority are female (1.20).

In order to find out the relationship between study pattern and gender by applying t-test, hypothesis is derived below:

H_0 : there is no relationship between study habits and gender.

H_1 : There is a relationship between study habits and gender.

Since the P value is less than 0.05 null hypothesis is rejected at 5% level with regards to studying near or during test among the respondent. Hence, there is a significance difference between male and female in studying near or during test. Based on the mean score, the female students' study more near or during test because they are usually neglecting their studies in a systematic manner or routine.

There is no significance difference between male and female with regard studying daily, weekly, monthly, near or during class test and near or during exam. Hence the null hypothesis

is accepted at 5 % level with regards to studying near or during test among the respondent. Hence, there is a significance difference between male and female in studying near or during test. Based on the mean score, the female student study more near or during test.

Table 4.9 Study pattern by gender

Variables	Male		Female		Total		t value	P value
	Mean	SD	Mean	SD	Mean	SD		
Daily	1.93	0.8	1.96	0.8	1.94	0.8	-0.142	0.887
Weekly	1.86	0.7	1.92	0.8	1.89	0.7	-0.312	0.756
Monthly	1.5	0.8	1.48	0.6	1.49	0.7	0.108	0.915
During/near class tests	1.32	0.6	1.16	0.5	1.25	0.6	1.065	0.292
During/near exams	1.14	0.4	1.2	0.6	1.17	0.5	-0.439	0.663
Overall study patterns	1.55	0.4	1.54	0.4	1.55	0.4	0.056	0.955

Source: Computed

4. 10 Level of life skill by gender

Life skill of the respondent are classified into Self-awareness, Empathy, Effective communication, Inter-personal relationship, Creative thinking, Critical thinking, Decision making, Problem solving, Coping with emotions and Coping with stress. These are categorized as very low, low, average and high.

Self-awareness of the respondent is low (43.4%) in which male is lower (26.4%) than female (17%). A little less than half of the respondent is average (39.6%) in which female is (22.6%) higher than male (17%). One fifth of the respondent is high (9.4%) in which male is (5.7%) followed by female (3.8%). One fifth of the respondent is very low (7.5%) in which male and female is equivalent in (3.8%).

Empathy of the respondent is low (43.4%) in which male is (26.4%) and female is (17%). A little less than half of the respondent is average (39.6%) in which female is (22.6%) higher than male (17%). One fifth of the respondent is high (9.4%) in which male is (5.7%) followed by female (3.8%). One fifth of the respondent is very low (7.5%) in which male and female is equivalent in (3.8%).

Effective communication of the respondent is low (52.8%) in which male is (28.3%) and female is (24.5%). A little more than one fifth of the respondent is very low (20.8%) in which male is (11.3%) and female is (9.4%). A little more than one fifth is average (18.9%) in which male is (11.3%) and female is (7.5%). One fifth of the respondent is high (9.4%) in which male is (1.9%) followed by female (5.7%).

Inter-personal relationship of the respondent is low. More than half (60.4%) of the respondent is low in which male is (32.1%) and female is (28.3%). A little more than one fifth (24.5%) is average in which male is (13.2%) and female is (11.3%). One fifth (13.2%) of the

respondent is very low in which male is (7.5%) and female is (5.7%). One fifth (1.9%) of the respondent is high in which male is (0.0%) and female is (1.9%).

Creative thinking of the respondent is low (49.1%) in which male is (28.3%) and female is (20.8%). A little more than one fourth (32.1%) in which male is (11.3%) and female is (20.8%). A little more than one fifth (17%) of the respondent is average in which male is (11.3%) and female is (5.7%). One fifth (3.8%) of the respondent is high in which male and female is equivalent in (1.9%).

Critical thinking of the respondent is low (49.1%) in which male is (28.3%) and female is (20.8%). A little more than one forth (30.2%) of the respondent is average in which male is (13.2%) and female is (17%). One fifth (18.9%) of the respondent is very low in which male is (11.3%) and female is (7.5%). One fifth (1.9%) of the respondent is high in which male is (0.0%) and female (1.9%).

Decision making of the respondent is low (58.5%) in which male is (32.1%) and female is (26.4%). A little more than one fifth (26.4%) of the respondent is average in which male is (11.3%) and female is (15.1%). A little more than one fifth (13.2%) is very low in which male is (7.5%) and female is (5.7%). One fifth (1.9%) of the respondent is high in which male is (1.9%) and female is (0.0%).

Problem Solving of the respondent is average (50.9%) in which male is (26.4%) and female is (24.5%). A little more than one forth (37.7%) of the respondent is low in which male is (20.8%) and female is (17%). One fifth (9.4%) of the respondent is high in which male is (3.8%) and female is (5.7%). One fifth (1.9%) of the respondent is very low in which male is (1.9%) and female is (0.0%).

Coping with emotions of the respondent is low (50.9%) in which male is (22.6%) and female is (28.3%). A little more than one fifth (22.6%) of the respondent is equivalent in very low and average in which male is (13.2%) and female is (7.5%). One fifth (3.8%) of the respondent is high in which male is (1.9%) and female is (1.9%).

Coping with stress of the respondent is low (54.7%) in which male is (26.4%) and female is (28.3%). A little more than one fifth (24.5%) of the respondent is very low in which male is (9.4%) and female is (15.1%). A little more than one fifth (18.9%) of the respondent is average in which male is (17%) and female is (1.9%). One fifth of the respondent (1.9%) of the respondent is high in which male is (0.0%) and female is (1.9%).

Table 4.10 Level of life skill by gender

Sl. No	Life skills	gender		Total
		male	female	
		n=28	n=25	N=53
I	Self-awareness			
	Very Low	2	2	4
		3.80%	3.80%	7.50%
	Low	14	9	23
		26.40%	17.00%	43.40%
	Average	9	12	21

		17.00%	22.60%	39.60%
	High	3	2	5
		5.70%	3.80%	9.40%
II	Empathy			
	Very Low	2	2	4
		3.80%	3.80%	7.50%
	Low	14	9	23
		26.40%	17.00%	43.40%
	Average	9	12	21
		17.00%	22.60%	39.60%
	High	3	2	5
		5.70%	3.80%	9.40%
III	Effective communication			
	Very Low	6	5	11
		11.30%	9.40%	20.80%
	Low	15	13	28
		28.30%	24.50%	52.80%
	Average	6	4	10
		11.30%	7.50%	18.90%
	High	1	3	4
		1.90%	5.70%	7.50%
IV	Inter-personal relationship			
	Very Low	4	3	7
		7.50%	5.70%	13.20%
	Low	17	15	32
		32.10%	28.30%	60.40%
	Average	7	6	13
		13.20%	11.30%	24.50%
	High	0	1	1
		0.00%	1.90%	1.90%
V	Creative thinking			
	Very Low	6	11	17
		11.30%	20.80%	32.10%
	Low	15	10	25
		28.30%	18.90%	47.20%
	Average	6	3	9
		11.30%	5.70%	17.00%
	High	1	1	2
		1.90%	1.90%	3.80%
VI	Critical thinking			
	Very Low	6	4	10
		11.30%	7.50%	18.90%

	Low	15	11	26
		28.30%	20.80%	49.10%
	Average	7	9	16
		13.20%	17.00%	30.20%
	High	0	1	1
		0.00%	1.90%	1.90%
VII	Decision Making			
	Very Low	4	3	7
		7.50%	5.70%	13.20%
	Low	17	14	31
		32.10%	26.40%	58.50%
	Average	6	8	14
		11.30%	15.10%	26.40%
	High	1	0	1
		1.90%	0.00%	1.90%
VIII	Problem solving			
	Very Low	1	0	1
		1.90%	0.00%	1.90%
	Low	11	9	20
		20.80%	17.00%	37.70%
	Average	14	13	27
		26.40%	24.50%	50.90%
	High	2	3	5
		3.80%	5.70%	9.40%
IX	Coping with emotions			
	Very Low	8	4	12
		15.10%	7.50%	22.60%
	Low	12	15	27
		22.60%	28.30%	50.90%
	Average	7	5	12
		13.20%	9.40%	22.60%
	High	1	1	2
		1.90%	1.90%	3.80%
X	Coping with stress			
	Very Low	5	8	13
		9.40%	15.10%	24.50%
	Low	14	15	29
		26.40%	28.30%	54.70%
	Average	9	1	10
		17.00%	1.90%	18.90%
	High	0	1	1
		0.00%	1.90%	1.90%

Source: Computed

4.11 Level of academic performances

The academic performance of the respondent is classified into very low, low, average and high. A little less than half (45.3%) of the respondent of the academic performance is average in which male is (26.4%) and female is (18.9%). A little more than one forth (32.1%) of the respondent is low in which male is (13.2%) and female is (18.9%). A little more than one fifth (15.1%) of the respondent is high in which male is (11.3%) and female is (3.8%). One fifth (7.5%) of the respondent is very low in which male is (1.9%) and female is (5.7%).

Table 4.11 Level of academic performances

Academic performance	Gender		Total
	Male	Female	
Very Low	1	3	4
	1.9%	5.7%	7.5%
Low	7	10	17
	13.2%	18.9%	32.1%
Average	14	10	24
	26.4%	18.9%	45.3%
High	6	2	8
	11.3%	3.8%	15.1%

Source: Computed

CHAPTER V

CONCLUSION AND SUGGESTIONS

Major findings

The aim of this study was to determine the life skills of 8th, 9th and 10th grade in middle school and high school students, including social skills, cognitive skills, and affective skills, and to analyze the relationship between these skills and academic performance.

According to Caballo, those adolescents who have better social skills should be able to more successfully face day-to-day challenges and difficulties than those whose social skills are worse. Our findings show that nearly two thirds of our participants had good social skills.

We found a significant association between life skills and academic performance. Firstly, we observed a relationship between social skills and academic performance. Other authors have found a relationship between specific social skills, such as empathy and teamwork, and academic performance. However, according to Oyarzún et al., the association between these variables remains unclear. Secondly, we observed a significant association between the level of self-efficacy and academic performance.

According to Schunk, those students who have a higher level of self-efficacy also tend to be more motivated, have higher aspirations, and to be more prepared to work hard to fulfil them. Thirdly, we found a positive association between affective balance and academic performance. This association can be explained by the idea that subjective wellness promotes the achievement of one's personal goals, including academic ones. Thus, a positive affective balance might improve one's mood and state of mind which, in turn, may contribute to achieving academic success. Also, it is likely that achieving high academic scores also increases personal satisfaction and happiness which, subsequently, would have an impact on subjective wellness.

Based on the above, we conclude that a positive association exists between life skills and academic achievement in adolescents. Therefore, we suggest that interventions and activities aimed at improving the life skills of children and adolescents should be integrated into school curricular in order to increase their personal satisfaction and wellbeing and support academic success. In addition, it is possible that these interventions and activities also contribute to improving health outcomes in this population both in the short- and long-term. Health promoting schools integrate health determinants and life skills into their curricular and, thus, it is possible that their model contributes to improving the academic performance of their students. Future studies in this area should analyze this educational model and compare their academic and other outcomes with those of non-health promoting schools with similar characteristics.

There was a significant relationship between academic performance and Life skills of middle and high school students.

There was a significant difference in the Academic performance of boys and girls. The high school girls had more achievement than high school boys.

There was a significant difference in the Life Skills of high school boys and girls. The high school girls had more life skills than high school boys.

Conclusions

Our 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.

Suggestions

The following are suggested for social work intervention: -

- 1) Provision of lifeskill education in schools
- 2) Creating a child-centric school environment
- 3) Improvement of co-curricular activities in schools
- 4) Training of teachers about the significance and importance of life skill education

References

- Aparna, N & Raakhee, A.S. (2011). Life Skills Education for adolescence: its relevance and importance. *GESJ :Education Science and Psychology*, 2(19), 3-7. Retrieved from gesj.internet-academy.org.ge/download.php?id=1888.pdf&t=1
- Yadav, P. & Iqbal, N. (2009). Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents. *Journal of the Indian Academy of Applied Psychology*, 35(special issue), 61-70. Retrieved from <http://www.researchgate.net/>
- Dixit, D. K., & Ahmed, M. S. (2013). Teacher Education and Life Skills Development Towards Global Living Citizens. *Conflux Journal of Education*, 1(2). 66-69. Retrieved From: <http://www.naspublishers.com>
- Monterio, R. & Shetty, L. (2016). Introduction of Life Skills Education In Curriculum for Creative and Positive Social Functioning Among Young Students. *International Journal of Engineering Research and Modern Education*. 1(1), 332-341. Retrieved From: <http://www.rdmodernresearch.com>
- Sharma, S. (2003). Measuring life skills of adolescents in a secondary school of Kathmandu: an experience. *Kathmandu University Medical Journal*, 1(3), 170-176. Retrieved from <http://www.kumj.com.np/issue/3/170-176.pdf>
- Schultz, C .M., & Chweu, M. G. (2012). The Value of a Life Skills Programme at A Higher Education Institution in South Africa. *International Review of Social Sciences and Humanities*, 2(2), 190-199.
- Singh, H., & Gera, M. (2015). Strategies for Development of Life Skills and Global Competencies. *International journal of Scientific Research*, 4(6), 760-763.
- Bardhan, A. (2016). Life Skills Education: A Strategy for Handling Adolescents Risk Behaviour. *IOSR Journal of Humanities and Social Science*, 21(7), 92-99. Retrieved from <http://www.iosrjournals.org/iosrjhss/papers/Vol.%2021%20Issue7/Version-5/M2107059299>
- Vranda, M.N. (2009). Development And Standardization of Life Skills Scale. *Indian Journal of Social Psychiatry*, 25(1-2), 17-28
- Muthulakshmi, R., & Pamela, A.A.J. (2016). Life skills in relation to achievement in genetics among eleventh standard students. *International Journal of Applied Research*, 2(9), 103-106. Retrieved from <http://www.allresearchjournal.com/archives/2016/vol2issue9/PartB/2-8-112-338>.

Life Skills and Academic Performance Among High School Students in Pukpui Community

Researcher
Remruatkima Ralte
5th Semester, BSW
Department of Social Work
HATIM

Research Supervisor
R.Lallianzela
Asst. Professor
Department of Social Work
HATIM

(Dear respondent, kindly offer your valuable time for this questionnaire. This is purely academic, confidential and for research purpose only. Thanking you with anticipation)

Date:

Place:

Section 1: Profile of the respondents

Personal details

- | | |
|-------------------|--|
| 1) Gender | : 1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/> |
| 2) Age | : _____ |
| 3) Class/standard | : _____ |
| 4) Religion | : 1.Christian <input type="checkbox"/> 2. Muslim <input type="checkbox"/> 3. Hindu <input type="checkbox"/> 4 Others <input type="checkbox"/> |
| 5) Denomination | : 1. Baptist <input type="checkbox"/> 2. Presbyterian <input type="checkbox"/> 3.UPC (MZ) <input type="checkbox"/>
4. UPC (NEI) <input type="checkbox"/> 5. Seventh Day Adventist <input type="checkbox"/>
6. Salvation Army <input type="checkbox"/> 7. Others <input type="checkbox"/> |
| 6) Sub tribe | : _____ |

Family details

- | | |
|---|--|
| 1) Socio economic base | : 1. APL <input type="checkbox"/> 2. BPL <input type="checkbox"/> 3. AAY <input type="checkbox"/> |
| 2) Type of family | : 1. Joint family <input type="checkbox"/> 2. Nuclear family <input type="checkbox"/> |
| 3) Form of family | : 1. Stable <input type="checkbox"/> 2.Broken <input type="checkbox"/> |
| 4) Domicile (Temporary) | : |
| 5) Domicile (Permanent) | : |
| 6) Father's educational qualification | : 1. Below HSLC <input type="checkbox"/> 2. HSLC <input type="checkbox"/>
3. HSSLC <input type="checkbox"/> 4. Graduate <input type="checkbox"/> 5. Post Graduate <input type="checkbox"/> |
| 7) Mother's educational qualification | : 1. Below HSLC <input type="checkbox"/> 2. HSLC <input type="checkbox"/>
3. HSSLC <input type="checkbox"/> 4. Graduate <input type="checkbox"/> 5. Post Graduate <input type="checkbox"/> |
| 8) Guardian's educational qualification | : 1. Below HSLC <input type="checkbox"/> 2. HSLC <input type="checkbox"/>
3. HSSLC <input type="checkbox"/> 4. Graduate <input type="checkbox"/> 5. Post Graduate <input type="checkbox"/> |
| 9) Father's occupation | : 1. Govt. Servant <input type="checkbox"/> 2. Business <input type="checkbox"/>
3. Daily wage earner <input type="checkbox"/> 4. Unemployed <input type="checkbox"/>
5. Others <input type="checkbox"/> |
| 10) Mother's occupation | : 1. Govt. Servant <input type="checkbox"/> 2. Business <input type="checkbox"/>
3. Daily wage earner <input type="checkbox"/> 4. Unemployed <input type="checkbox"/>
5. Others <input type="checkbox"/> |

- 11) Guardian's occupation : 1. Govt. Servant ☐ 2. Business ☐
 3. Daily wage earner ☐ 4. Unemployed ☐
 5. Others ☐
- 12) Average household monthly income : 1. Below Rs.10000 ☐ 2. Rs. 10000-25000 ☐
 3.Rs. 25000-35000 ☐ 4. Rs. 35000-45000 ☐
 5.Rs. 45000-55000 ☐ 6. Above Rs 55000 ☐
- 13) Number of family members :
- 14) No. of siblings :
- 15) Number of dependents :
- 16) Number of earners :

Section 3: Academic Performances

School related issues

- 1) What is your favourite Subject.
 1) Mathematics ☐ 2) Science ☐ 3) Social Science ☐ 4) Mizo ☐
 5) English 6) Hindi ☐ 7) Others _____
- 2) Why is it your favourite subject?

- 3) Who is your favourite teacher?

- 4) Why is he/she your favorite subject teacher?

- 5) How do you go to school?
 1. Private Vehicle ☐ 2. Public transport ☐ 3. By foot ☐
- 6) Distance of school from home?
 1) Less than 1km ☐ 2) 1-2 km ☐ 3) 2-3 km ☐ 4) 3-4 km ☐
 5) 4-5 km ☐ 6) More than 5 km ☐
- 7) Did you bring your own lunch from home?
 1. Yes ☐ 2. No ☐
- 8) If No, where do you get your lunch from?

- 9) What is your daily expenditure in school?
 1. Below Rs50 ☐ 2. Rs 50-100 ☐ 3. Rs 100 above ☐
- 10) Are you involving in any Co-curricular activities?
 1. Yes ☐ 2. No ☐
- 11) If Yes, what are they?

- 12) Did you receive/win awards in the activities?
 1. Yes ☐ 2. No ☐
- 13) If Yes, what are they?

Study nature/pattern

1) Please rate your academic performances:

Sl/No	Class	Scores/Division				
		Distinction	First	Second	Third	Failed
1	IX					
2	X (1st term)					

2) When is your average personal study hours in a day?

1. Less than 1 hour 2. 1-2 hours 3. 2-3 hours 4. 3-4 hours

5. 4-5 hours ☐ 6. More than 5 hours ☐

3) What is your favorite study time?

1. Early morning ☐ 2. Day time ☐ 3. Evening ☐ 4. Night time ☐

5. Late night ☐

4) Do you have study table on your own?

1) Yes ☐ 2) No ☐

5) Where do you study?

1. Sitting room ☐ 2. Kitchen ☐ 3. Bedroom ☐ 4. Own room ☐

5. Living room ☐ 6. Others ☐

6) What learning style suits you best?

1. Visual ☐ 2. Auditory ☐ 3. Read/Write ☐ 4. Kinesthetic ☐

7) What is the average maximum concentration hours spend on your studies?

1. Less than 1 hour ☐ 2. 1-2 hours ☐ 3. 2-3 hours ☐ 4. 3-4 hours ☐

5. 4-5 hours ☐ 6. More than 5 hours ☐

8) Please rate your study habits:

Sl/No	Variables	Always	Often	Sometimes	Rarely
1	Daily				
2	Weekly				
3	Monthly				
4	Near/During class test				
5	Near/during exams				

9) Please answer the question in regard to your studies:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Enjoy time spend on studies	1	2	3	4
Love for learning	1	2	3	4
Balance time between studies & social networking sites usage	1	2	3	4
Maintenance of class performance	1	2	3	4
Meeting studies target	1	2	3	4
Covering syllabus with little time devoted to studies	1	2	3	4
Competing well in studies	1	2	3	4

Section 4: Life Skills (Life Skill Assessment Scale)

This questionnaire assesses the level of life skills among the participants. Below are some statements. They try to find out your way of life and perspectives about living. Kindly consider the statements carefully and answer according to what is true for you. There are no right or wrong answers. Please tick in the column.

Sl/No	Items	Always true of me	Very true of me	Sometimes true of me	Occasionally true of me	Not at all true of me
1	I wish I was someone else	1	2	3	4	5
2	Some songs make me feel so sad, I feel like crying	1	2	3	4	5
3	I can observe people and understand them their body language	1	2	3	4	5
4	I understand there must be a reason when my friends stop talking to me	1	2	3	4	5
5	I am unable to find new perspective for situations	1	2	3	4	5
6	I look at a situation and analyze it	1	2	3	4	5
7	Whenever, there is a doubt, I decide after looking at the whole picture	1	2	3	4	5
8	If I have a problem, I start finding various options	1	2	3	4	5
9	I don't know how to express difficult emotions like anger and embarrassment	1	2	3	4	5
10	I am uncomfortable about the way I look	1	2	3	4	5
11	I value what others have to say about my competence and behavior	1	2	3	4	5
12	If someone does not have a friend, I feel sad	1	2	3	4	5
13	I am able to express my feeling without using words	1	2	3	4	5
14	No one knows my true feelings	1	2	3	4	5
15	I don't speak, without assessing the situation	1	2	3	4	5
16	If I have to make a decision, I look at what kind of commitments I will have to make	1	2	3	4	5
17	When I am confused about a problem, I discuss it with others	1	2	3	4	5
18	I don't know how to put my feelings into words	1	2	3	4	5
19	I postpone my work till the last minute	1	2	3	4	5

20	I feel that there is something very good and special in me	1	2	3	4	5
21	When I read a book, I can easily put myself in place of the character	1	2	3	4	5
22	I used the right words for the right situations	1	2	3	4	5
23	I don't like to be isolated	1	2	3	4	5
24	When I learn something, I keep asking lots of questions	1	2	3	4	5
25	I decide because I like something	1	2	3	4	5
26	I don't want to be forced or hurried to solve problems	1	2	3	4	5
27	When I am happy, I feel thrilled	1	2	3	4	5
28	I have more things to do than I can	1	2	3	4	5
29	I am aware that I have to play different roles as an individual in the society	1	2	3	4	5
30	Others people's troubles doesn't disturb me much	1	2	3	4	5
31	I don't know the right words to ask for help	1	2	3	4	5
32	I easily mingled with people	1	2	3	4	5
33	When I have to decide I look at how much risk I have to take	1	2	3	4	5
34	When I solve a problem, I don't mind trying and failing	1	2	3	4	5
35	Health wise I am very sensitive	1	2	3	4	5
36	I am comfortable if my likes or dislikes are not the same as my group	1	2	3	4	5
37	When somebody is upset, I can know without them openly telling it	1	2	3	4	5
38	Whatever I say people misunderstand me	1	2	3	4	5
39	All my friends know me as I am	1	2	3	4	5
40	I am able to generate many ideas	1	2	3	4	5
41	In a crisis I think clearly	1	2	3	4	5
42	I collect all the necessary information before I make a decision	1	2	3	4	5
43	I feel I should solve the problem I want	1	2	3	4	5
44	When I am happy, I shout, jump and dance	1	2	3	4	5
45	I keep worrying about my health	1	2	3	4	5

46	I want others to know my special qualities	1	2	3	4	5
47	People are responsible for their mistakes and they have to pay for it	1	2	3	4	5
48	Whether people listen to me or not I will say what I want	1	2	3	4	5
49	I share my feeling without hurting others	1	2	3	4	5
50	When doing a task, I keep improving it	1	2	3	4	5
51	Even if I fail, I prefer to go by first impression	1	2	3	4	5
52	I don't look for choices I just decide	1	2	3	4	5
53	I make a list of all the aspects relating to a problem	1	2	3	4	5
54	When I am excited, I don't know what to do	1	2	3	4	5
55	I don't require others to tell me about my good qualities as I know them well	1	2	3	4	5
56	I can think of two or three things when listening to somebody	1	2	3	4	5
57	If I don't understand I am able to ask a question	1	2	3	4	5
58	I find that my friends take advantage of me	1	2	3	4	5
59	I can't stop working unless I am satisfied	1	2	3	4	5
60	Once I have thought of something it is very difficult to change my view	1	2	3	4	5
61	My parents and family help, me to decide	1	2	3	4	5
62	I am able to tell myself what my real problem	1	2	3	4	5
63	Even my best friend doesn't know about my moods	1	2	3	4	5
64	I have so many ideas in my head, due to that I can't sleep	1	2	3	4	5
65	I look for ideas and suggestions from important people in my life	1	2	3	4	5
66	Even if people don't express, I value their feelings	1	2	3	4	5
67	I am in such a hurry to talk that I can't wait for others to stop	1	2	3	4	5
68	When I have a good idea, I remain absorbed in it	1	2	3	4	5

69	Whenever there is a problem or a concern, I find another way	1	2	3	4	5
70	Whatever my friends decide I go by it	1	2	3	4	5
71	I am able to identify my problems clearly	1	2	3	4	5
72	I am unable to control my emotions	1	2	3	4	5
73	I feel burdened with my studies	1	2	3	4	5
74	I am aware that, depending on the situations, I behave differently	1	2	3	4	5
75	I get distracted when I am listening to others	1	2	3	4	5
76	I feel sad that I give more than I receive from my friends	1	2	3	4	5
77	I like to work with ideas or materials	1	2	3	4	5
78	When I read or listen to something I am able to see the missing parts	1	2	3	4	5
79	The more problems I have the more difficult it is for me to decide	1	2	3	4	5
80	I am sure about my likes and dislike	1	2	3	4	5
81	When I see someone's pain or difficulty, I respond spontaneously	1	2	3	4	5
82	Breaking friendships doesn't bother me	1	2	3	4	5
83	I don't like discipline if it tries to make me to become like other	1	2	3	4	5
84	When I read or listen, I keep asking questions to myself	1	2	3	4	5
85	While deciding I keep checking with others whether I am on the right track	1	2	3	4	5
86	Once I have thought of a solution, I definitely act	1	2	3	4	5
87	When I feel angry, I am able to tell and talk about it	1	2	3	4	5
88	During exam my mind goes blank	1	2	3	4	5
89	I am able to accept compliments	1	2	3	4	5
90	I am able to take the position of my friends as they share their experiences with me	1	2	3	4	5
91	I don't feel bad when I meet my past friends with whom I had fought	1	2	3	4	5
92	I feel I can see connections that others in my group can't	1	2	3	4	5
93	When I have taken up some work difficulties don't bother me much	1	2	3	4	5

94	Difficult situations make me take wrong decisions	1	2	3	4	5
95	I feel that it is useless to talk about feelings	1	2	3	4	5
96	While listening to my friends I am able to keep my problems separately for that time	1	2	3	4	5
97	I am unable to talk about difficult or negative feelings. (Grief, disturbed, doubts)	1	2	3	4	5
98	When I want somebody as my friend, I am able to go and start a talk	1	2	3	4	5
99	When am in a doubt I look at the whole situation	1	2	3	4	5
100	I don't even realize that, when I get excited, I am shouting	1	2	3	4	5