



## Life Skills Education Among Adolescent Girls In Kemp's Town At Trichirappalli Municipal Corporation – A Descriptive Study

### KEYWORDS

Adolescents, Life Skills Education, level of life skills and social work profession.

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### ABSTRACT

Adolescence is viewed as a transitional period between childhood and adulthood. The adolescent's stage is very active and to try to achieve something to this world, but the adolescents are facing lot of problems like psychologically, physically and others, especially the adolescent's girls. Current scenario the adolescent girls are achieving in educational sector. If they know their life skills, they can able to achieve easily. So that the researcher has to took this study to this stage of community. In this study, the researcher had adopted descriptive research design and has used simple random sampling to select the respondents and collected the data from the respondents. Salient findings, Suggestions pertaining to the study and implications for social work practice have been discussed in the full paper.

### INTRODUCTION:

Adolescence, the second of decade of life, is a period of transition between childhood and adulthood. The terms adolescent and youth refer to individuals between the ages of 10 to 19 and 15 to 24 years respectively. It is know that there remains a significant gap between adolescents having accurate information and its translation into behavior. Skill development is a key to facilitate this process of transforming information into healthy behavior.

### MEANING OF ADOLESCENCE:

Adolescence is the period between late childhoods to early adulthood defined differently by different bodies. According to the UN agencies the people between 10 to 19 yrs are Adolescents.

### PROBLEM OF ADOLESCENTS IN INDIA

- Gap between onset of puberty and age at marriage widening: incidence or possibility of premarital sexual activity increasing
- Adolescents: prone to risky behaviour in a fast changing world
- Adolescent girls and gender-based discrimination: low social worth, early marriage, teenage pregnancy, and unsafe motherhood
- Increasing incidence of sex abuse

**Life skill:** A skill is a learned ability to do something well. Life skills are abilities, individuals can learn that will help them to live a fruitful life. Life skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as "Skills that help an individual be successful in living a productive and satisfying life."

### CORE LIFE SKILL STRATEGIES AND TECHNIQUES

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions.

### LIFE SKILLS BASED EDUCATION

Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of

life. It helps the young people to take positive actions to protect themselves and to promote health and meaningful social relationship. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings.

Life skill education is a basic learning need for all young people. It will help the young people to empower in challenging situations. Various skills like leadership, responsibility, communication, intellectual capacity, self esteem, Interpersonal skill etc.extends its maximum level, if it is practicing effectively among the youth.

### REVIEW OF LITERATURE:

IALS (International Adult Literacy Survey) and ALL (Adult Literacy and Life Skills Survey by Lehmann/ Peek 1996) Germany obtained average results, comparable to the results of Switzerland and the Netherlands. About 14.4% of the population achieved only the first level in prose literacy. Germany achieved its best results in numeracy: about 6.7% of the population performs at level one, while others perform at higher levels. The highest performing country was Sweden and the lowest was Poland.

### AIMS:

The aim of this present study is to find out the slums teenage girls life skills and their problems.

### OBJECTIVE OF THE STUDY:

- To find out their socio – economic condition
- To find out their educational status
- To find out their values of life skills like problems solving, decision making, self- awareness, self – esteem, coping with stress emotions, creative thinking, etc.

### RESEARCH DESIGN:

A descriptive study describes the conditions or relationships that are exciting in the practice and beliefs that are prevailing and the process that is going on. For this study purpose, the researcher used descriptive design. It is a design which describes the different characteristics of social phenomenon.

### UNIVERSE AND SAMPLING:

The universe for the present study is adolescent girls from Kemps' Town, Tiruchirappalli Municipal Corporation.

The sample is considered to be the representative of population under study.

It was possible to exactly identify and define universe, the researcher used Simple Random Sampling method (lottery method), to choose 110 respondents.

## RESULTS

### SOCIO DEMOGRAPHIC CHARACTERISTICS

- Majority (53.6%) of respondents are belonging to the age of above 15 years
- Half (50.0%) of respondents is Hindus,
- Vast majority (89.1%) of the respondents are belongs to nuclear family
- Nearly one forth (73.6%) of the respondents are family income from Rs 10001 to Rs 20000
- Majority (62.7%) of the respondents family members are 5 to 6 members
- Majority (64.5%) of the respondents are having 2 to 3 children
- Nearly half (47.3%) of the respondents are living in concrete house.

Table 1 LEVEL OF VARIOUS DIMENSIONS LIFE SKILLS

S.No.	Dimensions	No of Respondents (n:110)	Percentage
1.	<b>Behaviour condition</b>		
	Low level	35	31.8
	High level	75	68.2
2.	<b>Self-awareness</b>		
	Low level	53	48.2
	High level	57	51.8
3.	<b>Decision making</b>		
	Low level	45	40.9
	High level	65	59.1
4.	<b>Problem solving</b>		
	Low level	49	44.5
	High level	61	55.5
5.	<b>Creative thinking &amp; Critical thinking</b>		
	Low level	50	45.5
	High level	60	54.5
6.	<b>Effective communication</b>		
	Low level	48	43.6
	High level	62	56.4
7.	<b>Inter personal relationship</b>		
	Low level	49	44.5
	High level	61	55.5
8.	<b>Empathy</b>		
	Low level	45	40.9
	High level	65	59.1
9.	<b>Coping with stress</b>		
	Low level	53	48.2
	High level	57	51.8
10.	<b>Coping with emotions</b>		
	Low level	46	41.8
	High level	64	58.2
11.	<b>Overall</b>		
	Low level	52	47.3
	High level	58	52.7

The above table indicates that, majority (68.2%) of the respondents are having high level of the behaviour condition, majority (51.8%) of the respondents are in high level in their self – Awareness, majority (59.1%) of the respondents are in low level when their decision making process, majority (55.5%) of the respondents are in low level in their problem solving skills, majority (54.5%) of the respondents are in low level in their creative and critical thinking , majority (56.4%) of the respondents are in low level in their effective communication, majority (55.5%) of the respondents are in low level in their interpersonal relationship, majority (59.1%) of the respondents are in low level at their empathy , majority (51.8%) of the respondents are in low level on managing their stress, majority (58.2%) of the respondents are in low level at their coping with emotion and majority (52.7%) of the respondents are in low level in their life skills.

### SUGGESTIONS

- Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life.
- The life skills education is very essential part of the adolescent's life style but by the analysis of this study the adolescent's girls are very low in their life skills, so they should know about their life skills. There is main roles is having to the schools like to build and develop the life skills education for the adolescent's girls. so following is given few suggestions to the schools (Social Worker).
- Social worker professionals trained to help clients assess their own strengths and weaknesses, evaluate their goals and values, and determine what they want in a career.
- The social worker should explain about the personal value and social values to the adolescent's girls, and then only the adolescent's are understood to their life skills.
- The social worker must be developing sense of Self-Respect, Self-Confidence and Positive mental attitude to the adolescent's. This is includes the adolescent's recognition of their character, strengths and weakness, desires and dislikes etc.

### CONCLUSION

Teenagers are capable of analyzing their own strength and weakness, what is best for them, as they pursue their career A healthy adolescence provides teenagers the chance to express their needs, wishes and desires in the family, allowing them to be understood, in particular, by their parents. It is important to give them a say in decisions about their future, rather than take over the decision.

## REFERENCE

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