LIFE SKILLS AMONG ADOLESCENT STUDENTS IN RELATION TO PERCEIVED PARENTING STYLES

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***Abstract*: Life skills are the essential part of the life and it refers to any skill that is useful in our life. Life skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. Life skills have a significant role in physical and psychological growth of the children. The present investigation was conducted to study life skills among adolescent students in relation to perceived parenting styles. The study was descriptive in nature. The study was conducted on sample of 200 students of Government and private high schools of Amritsar city selected by using convenient sampling technique. The main objective of the investigation was to study the life skills among students in relation to their perceived parenting styles. . Life Skills Scale'by Dr. Raina Tiwari (2013) and Perceived Parenting Style Scale'by K. Manikandan and Divya, (2013) was used to collect the data relevant to the study. The obtained data was analysed by using Karl Pearson method of correlation, One Way Anova, and Turkey HSD test. The results of the study indicated that there exists strong and positive relationship between the variables under study i.e., life skills and perceived parenting styles and significant difference exists in the life skills of adolescent students having different types of perceived parenting styles i.e. authoritarian parenting style, authoritative parenting style, and permissive parenting style. The present study also bears implications for teachers, students and parents.**

Keywords: Adolescents, Life Skills, Perceived Parenting Styles

Introduction

Education is the most powerful weapon which you can use to change the world. Education is not preparation for life, education is life itself. The goal of education is the advancement of knowledge and the dissemination of truth. Education helps to develop critical thinking skills like decision-making, problem-solving, and logical thinking. People face problems in their professional as well as personal lives. In such situations, their ability to make rational and informed decisions comes from how educated and self-aware they are. The term 'Life skills' refers to any skill that is useful in our life. Broadly speaking, the term life skills' is usually used for any of the skills needed to deal well and effectively with the challenges of life .In addition to this, life skills help in realization and utilization of our potential. Sometimes, with all the capacities, goals and determinations, we fail in realizing our dreams because of the hindrances created by poor life-skills. In fact, life-skills not only help in realization of our potentials but also living life in a contented and meaningful manner. UNICEF defines life skills as ―a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills. The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitude and skills based competency are not addressed. Life skills are essentially those abilities that help to promote mental well-being and competence in young people as they face the realities of life. In short, life skills empower young people to take positive action to protect them and promote health and positive social relationships. Life skills include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals. The main aim of life skills is to develop following skills and behaviour among individuals:- 'The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life'.

(a) Adaptive: It means that a person is flexible in approach and can adjust in different circumstances.

(b) Positive behaviour: It implies that a person is forward looking, and even in difficult situations can identify a ray of hope and opportunities to find solutions. The Life Skills Education aims to reinforce existing knowledge and positive attitudes and values along with the prevention of negative attitudes and risky behaviours.

(c) Thinking Skills: This might involve being able to think of multiple solutions to a problem or develop new innovations in a creative way.

(d) Social Skills: This might involve knowing how to develop healthy relationships, how to communicate in effective ways, and how to interact with others successfully.

(e) Emotional Skills: This might involve being comfortable in your own skin, dealing with emotions effectively, and knowing who you are. During adolescence, young minds encounter a wide variety of emotional and physical changes. Adolescents encounter many problems and these problems affect their physical, mental, social and psychological growth. Several factors are responsible for this like home environment, adolescent self concept, self esteem, self-efficacy etc. With the help of a good parenting style we indulge various capabilities in the adolescent to cope up these challenges effectively. Parenting styles refer to how we control and support our children and also the behavioural and performance standards we expect from them. The quality of parenting can be more essential than the quantity of time spent with the child. Parenting styles are the representation of how parents respond to and make demands on their children. Parents influence their children through specific practices, like encouraging them to play outdoors, or helping them with their homework. Perceived parenting style is described as the parenting style which in the opinion of

adolescents or children is received by them from their parents during their childhood/ adolescence. There are basically four types of parenting styles: a) Authoritarian, b) Authoritative, c) Permissive, d) Uninvolved/neglectful. Mishra and Kiran (2017) found that the authoritarian parenting style was significant and positively correlated with submissive behaviour. They also noticed a significant difference between boys and girls on measures of submissive behaviour. Research indicated that the parental involvement and parenting style greatly contribute towards a child's development and learning. Yasmin and Kong (2022) found that parenting style is important to ensure the growth and development of a child. Hayek et.al (2022) concluded that authoritative parenting influenced both directly and indirectly the academic achievement and life skills of their children.

Rationale of the Study

In the present scenario, we usually observe a lot of things like lack of patience, rude behaviour, and intolerance among adolescents. It has also been reported by media such as newspaper, television and internet respectively. News of rude behaviour, bullying, stubbornness is commonly seen in adolescents, which continually influences their lifestyle like academics, social and moral. The various problems of adolescents occur due to many reasons like fast changing social scenarios, social lifestyle, home environment, more competition, peer group pressure, teacher's attitude, parental behaviour, and substance abuse. There are also numerous other factors which influence their thinking like family environment, parenting style, self-image, parent child relationship, socio-economic background, lifestyle, mental health etc which directly or indirectly influence adolescents life and their life skills. Lack of life skills among school children has become a concern in this era and the world all over, causing serious individual and social damages. The several reviewed studies showed that lack of life skills is highly prevalent in adolescents. NCF (2005) highlighted the importance of life skills in school curriculum. It is mentioned that life skills are essential for students to deal with demands and challenges of daily life. Life skills have a significant role in physical and psychological growth of the children. Life skills are also essential for developing a lifelong attitude for work adolescents. NPE (2020) also focuses on the development of life skills among adolescents as they are essential for lifelong learning and development of other skills such as cooperation, teamwork and resilience. From the review of literature, it has been found that many factors like school climate, perceived parenting style, academic stress, peer pressure, family climate, and psycho-social climate are responsible for the development of life skills among adolescents. Keeping this in view, the investigator felt tempted to study the Life Skills among adolescent students in relation to School Climate and Perceived Parenting Styles.

Objectives of the Study

The present study was conducted with following objectives:

- To study the Life Skills of adolescent students in relation to Perceived Parenting Styles;
- To compare the Life Skills of adolescent students in relation to types of Perceived Parenting Styles;
- To compare the Life Skills of adolescent students with respect to gender;
- To compare the Life Skills of adolescent students with respect to locale;

Hypotheses of the Study

- There is no significant relationship between Life Skills and Perceived Parenting Styles of adolescents students.
- There is no significant difference in Life Skills of male and female students.
- There is no significant difference in the Life Skills of urban and rural adolescent students.
- There is no significant difference in Life Skills of adolescent students with respect to types of Perceived Parenting Styles.

Measures

For collecting relevant data for the present study, the following tools were used:

- Life Skills Scale'by Dr. Raina Tiwari (2013) was used to measure life skills of adolescent students.
- Perceived Parenting Style Scale'by K. Manikandan and Divya, (2013) was used to measure perceived parenting style of senior secondary school students.

Methodology

Sample and Sampling Technique

A sample of 200 students studying in senior secondary schools affiliated to PSEB (District, Amritsar) was selected for the present study by employing convenient sampling technique.

Research Design

The present study was descriptive type of research as it intended to study the life skills among adolescent students in relation to their school climate and perceived parenting styles.

Analysis and Interpretation of Data

The collected data was analysed by employing inferential statistical techniques i.e., Karl Pearson method of Correlation, T-Test, One Way ANOVA and Turkey HSD test. The analysis of data is discussed below:

Relationship between Life Skills and Perceived Parenting Styles of adolescent students

Mean scores obtained by adolescent students on life skill scale and perceived parenting style scale have been computed and it has been shown in Table 1:

Table 1 Showing Correlation between Life Skills and Perceived Parenting Style

Variables	Mean	S.D	Value of 'r'	*p*-value
Life Skill	27.93	5.73		
Parenting style	180.47	33.45	.9821**	0.00001

** Significant at .05 level of significance

It is evident from Table 1 that the coefficient of correlation between life skill and parenting styles of adolescents is (r=.9821) and it is significant at 0.05 level of significance with associated p-value (<0.00001). It indicates that there is a strong positive relationship between life skills and parenting styles of adolescents. Hence, hypothesis stated "There is no significant relationship between Life Skills and Perceived Parenting Styles of adolescent students" has been rejected.

Significance of difference in Life Skills of male and female students

t-test was applied on life skills scores of male and female adolescent students. The obtained results have been presented in Table 2.

Table 2 Showing Mean Scores of Life Skills of Adolescent Students with respect to Gender

Gender	N	Mean	S.D	df	't' value
Male	100	28.45	5.64	198	1.18643
Female	100	27.49	5.74		

The calculated value of 't' is 1.186, which is less than the table value at 0.05 level of significance. It indicates that there is no significant difference in the life skills of male and female adolescent students. Hence, hypothesis stated, "There is no significant difference in Life Skills of male and female students" has not been rejected.

Significance of difference in the Life Skills of urban and rural adolescent students

t-test was applied on life skills scores of adolescent students related to Locale obtained results have been presented in Table 3.

Table 3 Showing Mean Scores of Life Skills of Adolescent Students with respect to Locale

Locale	N	Mean	S.D	df	't' value
Rural	119	28.24	5.70	198	0.79325
Urban	81	27.58	5.71		

It is clear from Table 3 that calculated value of 't' is 0.79325, which is less than the table value at 0.05 level of significance. It indicates that there is no significance in the life skills of rural and urban adolescent students. Hence, hypothesis stated, " There is no significant difference in the Life Skills of urban and rural adolescent students " has been accepted.

Significance of difference in Life Skills of adolescent students with respect to types of Perceived Parenting Styles

To test this hypothesis, values of mean and standard deviation of different perceived parenting style are calculated and these values have been presented in Table 4.

Table 4 Showing Mean Scores of Life Skills with respect to types of Perceived Parenting Styles

Types	N	Mean	S.D
Authoritarian	69	49.5072	7.0348
Authoritative	74	82.9865	5.375
Permissive	57	66.7719	4.4079

Table 4.5 shows that the mean scores of different types of perceived parenting styles like Authoritarian, Authoritative and Permissive are 49.5072, 82.9864, and 66.7719 respectively and values of standard deviation of Authoritarian, Authoritative and Permissive styles of Perceived parenting are 7.0348, 5.375, and 4.4079. Furthermore, to test this specific hypothesis, one way ANOVA has been applied the obtained results have been presented in Table 5.

Table 5 Showing one way ANOVA for Life Skills scores with respect Types of Perceived Parenting Styles

Variables	Source	df	MSS	F-ratio	P-Value
Perceived Parenting Styles	Between Treatment	198	2.0010.94	600.13*	<0.0001

*Significant at 0.01 level of significance.

It has been shown in Table 5 that F ratio is 600.73 and it is greater than the Table value at the 0.01 level of significance. So, it indicates that there exists a significant difference in life skills of adolescent students in relation to types of perceived parenting style. Therefore, hypothesis has been rejected. From the above discussion, it is concluded that adolescent students differ significantly on types of perceived parenting styles. The post hoc analysis has been done to find out significant differences in life skills and computed values have been presented in Table 6 with respect to perceived parenting styles.

TABLE 6

Turkey HSD for types of Perceived Parenting Styles

Variables **Perceived Parenting Styles**	**Mean**	**Mean Differences**	**Turkey's HSD**	***p*-value**
A_1: A_2	M_1 = 49.51 M_2 = 82.99	33.48	HSD.01-2.9645	P = .00001
A_1: A_3	M_1 = 49.51 M_3 = 66.77	17.26		
A_2: A_3	M_2 = 82.99 M_3 = 66.77	16.21		

*Significant at 0.01 level of significance

A_1 = Authoritarian Parenting Style A_2 = Authoritative Parenting Style A_3 = Permissive Parenting Style

It is evident from Table 6 that the calculated mean difference between authoritarian parenting style and authoritative parenting style (A_1:A_2) is 33.48, mean difference between authoritarian parenting style and permissive parenting style (A_1:A_3) is 17.26, and mean difference between authoritative parenting style and permissive parenting style (A_2:A_3) is 16.21 respectively. The calculated value (HSD) of the Turkey Test is 2.9645 which is significant at 0.01 level of significance (P=.0000). Comparative examination of means of different types of perceived parenting styles that authoritative perceived parenting style is better than both other types of perceived parenting style. It indicates that a significant difference exists in the life skills of adolescent students having different types of perceived parenting styles i.e. authoritarian parenting style, authoritative parenting style, and permissive parenting style. Hence, hypothesis stated, "There is no significant difference in Life Skills of adolescent students with respect to types of Perceived Parenting Styles" has been rejected.

Results and Discussion

The present study concluded that there exists a positive and significant relationship between life skills and perceived parenting styles of adolescent students. The results of the present study are in consonance with the results of the studies conducted by Reddy (2008), Sathyaama (2016) and Singh and Lal (2020). These studies reported a significant relationship between life skills and perceived parenting styles of adolescent students. It has also been found that there is no significant difference in life skills of male and female adolescent students. However, the results of the present study are not in tune with the result of the studies conducted by Hunshal and Bailur (2016), Taheri (2013) and Tyagi (2013). The major reason is that boys and girls are treated equally in home and school. Parents provide the same parenting and facilities to their children irrespective of their gender. It has also been observed that there is no significant difference in life skills of rural and urban adolescent students. The results of the present study are not in consonance with the results of studies conducted by Pillai (2015). It could be reason out that advancement of technology, modernization, and urbanization eliminated the gap between rural and urban areas. Very few students continue their studies in villages or in rural areas. All institutions of higher studies are located in urban areas. So the students belonging to both of the areas are treated equally by teachers and similar guidance is given to them. It is also concluded that significant difference exists in the Life Skills of adolescent students in relation to types of Perceived Parenting Styles. The findings of present study are in tune with the research findings suggested by Reddy (2008), Hayek et.al(2022).

Educational Implications of the Study

The findings of present study bear implications for the teachers, parents and administrators of the school. It is recommended for the teachers to conduct various activities, apply innovative teaching strategies, and to organize seminars for developing life skills among adolescent students. The administration of the school should provide liberal atmosphere in the schools for developing life skills among adolescent students. It is recommended to the teachers to provide the same atmosphere and academic exposure to the adolescent students for developing life skills irrespective of their gender. The teachers must provide different activities like brainstorming, role playing, engaged learning, poster-making, and healthy interaction to develop life skills among adolescent students irrespective of their residential background. Parents should provide a congenial atmosphere to their children and parents may use different techniques like parenting and communicating for developing life skills among children. Parents should provide democratic environment and should listen the problems of their children carefully to develop healthy relations with them. It will develop essential life skills among adolescent students.

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