

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

The accumulated knowledge of the past provides the base on which the edifice of new knowledge is erected. The planning and execution of research should always be preceded by review of the literature in the related field as it helps the researcher to get insight into the work done and provides the background and context for the research problem. A thorough survey of the related literature is an integral part of research work. Related Literature is the foundation on which the structure of further studies is held. It is a crucial aspect of the planning of the study, and the time spent in such a survey is a fruitful phase of a research programme. Every investigator must know what sources are available in the field of enquiry, which are likely to be useful and where and how to find them. A careful review of the research journals, books, dissertations, theses and other sources of information, on the problem to be investigated is one of the important steps in the planning of any research study. It enables the individual not only to gain familiarity with the knowledge of the past performance and developments in the concerned area but also enhances the ability of the individual to make his own contribution towards increasing the previous stock of knowledge either by adding something altogether new

or developing the old one with a new perspective. Keeping in mind, the above mentioned purposes, efforts were made in connection with the present study too and the following related literature is reported.

The literature review for this research will discuss the relationship between life skills training and effect on typically developed children/adolescents, Children/adolescents with Special needs and Children with Hearing Impairment and various ways in which this has been addressed in the following sections.

In order to study the research conducted in the areas of present study, the researcher explored various journals, magazines, numerous books and web resources etc to gain profound conceptual knowledge on the research area. Based on the scrupulous analysis of the reviews of related literature, the researcher made an effort to present this chapter in 3 major areas and arranged in chronological order as given below.

1. Studies related to Life Skills & typically developed children / adolescents
2. Studies related to Life Skills & children / adolescents with Special needs.
3. Studies related to Life Skills & children / adolescents with hearing impairment

2.1 Reviews on Life Skills Development and effect of Life Skills Training on typically developed children / adolescents

Parsons et al. (1988) studied the effect of life skills training on adolescents. The sample comprised of 100 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. And the study results showed that life skills program has improved in teacher-pupil relationships.

Weisberg et al. (1989) studied the effect of life skills program on social competence and academic performance of the school students. The sample comprised of 156 school students and the experimental method using pre-test, post-test design, with control group was used in this study. Based on the data collected and statistical analysis, the results revealed that life skills training programme has improved both social competence and academic performance of the students.

Hawkins et al. (1992) in his study found that Life Skills Training has been made impact to increase academic test scores. The sample comprised of 40 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. Based on the statistical analysis it has revealed that individuals who received Life Skills Training will have good adjustment in the context of education

and are in their adjustment with curricular and curricular programmers.

Jeffrey & Blannie (1993) their purpose of the study was to examine the self-perceived coping, competency and contributory life skills development in early adolescents. The sample was 709 students from high school. The result shows that most of the samples had medium to high level of competency, coping and contributory life skill and there is a positive correlation between life skill and self-esteem. All youth developed similar level of life skills, self esteem was the best indicator to the extent to which youth perceived the development of the life skills.

Morgan et al. (1996) studied the impact of life skills training on Prevention of substance misuse among adolescents' students. The sample comprised of 110 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. As per the analysis of the collected data the results shows that life skills training helps the adolescent students in the prevention of substance misuse.

Jessy (1998) studied the effectiveness of life skill education to improve the knowledge about life skill among high school students. The sample comprised of 120 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life skills training package. Statistical analysis

reported that the intervention programme of life skills have an improvement in knowledge in high school students.

Friesenhahn (1999) studied on life skills training to develop leadership skills. The sample comprised of 150 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life skills training package prepared by the researcher. And the results confirm that there is significant difference in the self esteem of adolescents after Life skills Training, along with improved ability to interact with others, strengthened communication skills, gain in creative thinking skills, enhanced ability to make their own decisions and manage their resources, and greatly improved their ability to effectively work in groups to accomplish group goals.

Khale et al. (1999) studied the impact of Life Skills Education on adolescent girls. This intervention study was conducted in total 72 villages of rural Maharashtra. Objectives of the study were 1. Delay age at marriage, 2. Improve social status through skills related to gender, legal literacy, team building, etc., 3. Improve health status by increasing their cognitive and practical skills in health and nutrition, 4. Promote self development, increase self confidence through community and individual projects. After Life Skills Education girls less likely to marry below 18 years, enrolment increased from 450 to 2000 girls, level of education and school going status also increased.

Nakkula & Nikitopoulos (2001) studied the effect of life skills training on inter-personal development among early adolescent students. The sample consists of 120 students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life skills training package prepared by the researcher and life skills self assessment scale. The data was analyzed statistically and the results showed that life skills training resulted in improvements to overall competence, with progress in the primary domains of interpersonal understanding, interpersonal skills, and the personal meaning of relationships.

Arabi (2002) studied the effect of life skills training on adolescent students. The sample consists of 70 students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life skills training package prepared by the researcher and life skills self assessment scale. Statistical analysis was shown that life skills training programs such as decision making skills training, problem solving, critical and creative thinking, communicative and social skills and skills for dealing with difficult situations increased the self-efficacy whereby contributing to the increase in the social compatibility.

Junge et al. (2003) examined the development of life skills with a sample of sixth grade students enrolled after school programmes. Results of retrospective pre/post-surveys indicate that children enrolled in the programme showed life skill gain

over time, and those gains on specific life skills differ as a function of age, gender, and ethnicity. And it is also revealed that there are significant gender differences in life skills among school going adolescents. Female school going adolescents possess significantly more life skills than male school going adolescents.

Sharma (2003) studied on the level and development of the life skills of secondary school adolescent's students. The sample comprised of 347 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was Self administered life skills scale. As per the data collected and analyzed statistically, it was found out that the Life Skills training is more helpful into the development of the life skills and many factors influencing the level of life skills in the adolescents. Most of the teachers were not aware of the concept of life skills. Maternal education was significantly associated with higher life skill levels in adolescents. Connectedness and family support were other important factors influencing the level of life skills in the adolescents.

Zollinger et al. (2003) conducted a survey study to assess the impact of the Life Skills Training Curriculum on middle school student's knowledge, attitude, and ability to make good lifestyle decisions. Students in grades six to eight in the study schools received the Life Skills Training curriculum. Survey data were used to compare attitudes and knowledge of those exposed

with those not exposed to the program. There were significantly fewer current smokers, and more students exposed to the program indicated they intended to stay smoke-free. Fewer of those participating in the program “hung out” with smokers and more said they should easily refuse a cigarette if offered one. Students completing the Life Skills Teaching Curriculum were more knowledgeable about the health effects of smoking.

Tarmyan (2003) studied the effectiveness of life skills training program to prevent drug use and guidance among school students. The sample comprised of 160 students and the experimental method using pre-test, post-test design, with control group was used in this study. As per the analysis of the collected data the results indicated that life skills training program plays major role in providing of psycho - social specificity of children and adolescents. Due to the training on life skills, the children and adolescents are empowered on the effect of drugs on the health and life.

Davis (2004) found the impact of life skills training program on the behavioural and cognitive factors of psychological well being of Black and White college students. The participants in the program were 376 Black and White college students. Each participant got the training of life skills for twenty sessions in a month and completed the college Self-Expression Scale. The Self-perception Profile for college students and College Adjustment Scale. The four domains of Self-perception Profile for the college students were included in the

data analysis i.e. Scholastic Competence, Physical Appearance, Social Acceptance, and Global Self-worth. Psychological well being was measured as Anxiety and Depression with the use of College Adjustment Scales. Cultural differences were evident in levels of assertion as reported by Black and White college students, as Black Students were scoring higher than white students on the Assertiveness Scale. The data revealed cultural differences regarding associations with assertiveness and self concepts to the amount of anxiety and depression experienced by the Students. According to data inferior global and scholastic self-concepts among white college students were significantly associated with higher levels of anxiety and depression. The issue for Black college students was identified as social acceptance, which held a significant negative association with anxiety and depression. However there was improvement in the self -concept, depression and anxiety levels of students with training program.

Albertyn et al. (2004) have studied the patterns of empowerment in individuals through the course of a life skills program, and they concluded as per the results that life skills training cause to enhancement of the active role in living, responsibility in job environment, planning for the future and the critical think ability.

Winkleby et al. (2004) have studied the effect of life skills training on attitudes, self-esteem, depression and beliefs of the adolescents. The sample comprised of 40 adolescent students

and the experimental method using pre-test, post-test design, with control group was used in this study. As per the analysis of the collected data it is found that Life Skills Training have significant effects on attitudes and beliefs regarding substance use but rather less effects on actual behavior. The impact of life skills training on physical symptoms of anxiety and insomnia were significant, but the impact was insignificant on social dysfunction and severe depression in students. The effectiveness of life skills training on global self-esteem, social self-esteem and academic self-esteem was significant, but was insignificant on family self-esteem.

Safarzadeh (2004) studied the effect of life skills training on female students of the secondary schools. The sample comprised of 50 female students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life skills training package prepared by the researcher. And in this empirical research the results showed that life skills training are effective in efficient social communication in female students of secondary schools. Life skills training effect on decision-making capability, deliver of clear message, respecting the rights of others, self-knowledge, the ability to express compassion, the ability to express strongly in high school students.

Hamidi (2005) studied the effectiveness of life skills training on adolescent girls' behavior. The sample comprised of 40 adolescent girls and the experimental method using pre-test,

post-test design, with control group was used in this study. The tools used for the study was life skills training package prepared by the researcher. As per the analysis of the collected data the results revealed that life skills are effective in improving in girl's behaviour and in their emotional adjustment too.

Papacharisis et al. (2005) investigated the effectiveness of teaching a life skills program among all the Greek youth citizens. The sample comprised of 90 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. As per the analysis of the collected data the results of the study indicated that young athletes who participated in the program (i) demonstrated greater knowledge about life skills (ii) indicated higher self beliefs for personal goal setting, problem solving, and positive thinking (iii) performed better in volleyball and soccer games and also in athletics.

Yadavari (2005) studied the effect of life skills education on public health and self-esteem and self-expression of middle school students. The sample comprised of 40 middle school students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life skills training package prepared by the researcher. As per the analysis of the collected data the results of the study showed that life skills education had positive effect on public health, self-esteem and self-expression of students. Life skills education helps the middle school students

to maintain their health properly and to develop the positive self-esteem among the students.

Slicker et al. (2005) studied the relationship of parenting style to older adolescent's life skills development in United States. The research was conducted at a mid-south university in the USA. 660 Universities students with a mean age of 17.9 years were surveyed regarding their perceptions of their parents' parenting behavior and their perception of their own life skill development. 'Responsiveness' and 'demandingness' were the two parenting style index assessed. The life skill domains measured were interpersonal communication, decision making, health maintenance and identity development, using life skill development inventory – college form. The results indicated that parental responsiveness, predicated life skill development in all four domains where as demanding was not a significant predictor in any of the four domains. The results of this study suggest positive life skills development in older adolescents is related to having been reared by parenting style high in responsiveness.

Nair (2005) studied the effect of life skills education for adolescents. The sample comprised of 96 school's adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. As per the analysis of the collected data it was reported that after the intervention Adolescence needed help and guidance in various dimensions of life skills such as decision making, problem

solving, critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress and managing emotions to lead a life. Extra care was needed while offering help to adolescents problems because it was not easy for teenagers to accept the fact that they need help. So, all adolescents need support and guidance as life skill trainings. The Family Life and Life Skills Education Programme is a good support system for adolescents at the community level.

Alamdarlo & Setareh (2006) their study aims to review the impact of life skills training on the reduction of conduct disorder in secondary school students. 20 boy students with conduct disorder between ages 13 &14 of one school on the base of the available method were selected randomly assigned to experimental and control groups as sample for the study. The research was done according to the quasi-experimental method through pre-test, post-test and follow-up with control group. CSI-4 test was administered to the sample groups, afterward the experimental group received the instruction twice a week of one month. At the end of the experiment the two groups were tested through CSI-4 test and the result of the statistical analysis analysis revealed that the significant difference between two groups. After follow-up for one month it was pointed out that the results were stable and the findings showed that life skills training significantly reduce the amount of conduct disorder of the students.

Gamble (2006) studied on teaching life skills for Student Success. The sample comprised of 200 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. As per the collected data the interpretation of the results were mentioned that Chicago Public Schools (CPS) recognized that their graduates were still struggling to find employment. They also concluded that those graduates who found employment were having difficulty retaining their jobs. Chicago educators hired the company All Students Can Learn to write curriculum of life skills training that addresses employability skills for junior high school students through university students and adults entering the workforce.

Tuttle & Heicler (2006) studied the effect of life skills training to develop positive attitude among adolescents, the investigation reveals that the life skills training increased the extraordinary capability of teens to positive promotion and flexibility. This study tested the addition of a cognitive-behavioral skill-building component called Positive Adolescent Life Skills (PALS) training to an existing intervention for urban adolescents to enhance resiliency. Sixteen adolescents aged 12 to 16 years (10 boys and 6 girls) attending an urban secondary school was randomly assigned to Teen Club or Teen Club plus PALS. Boys and girls met separately in one of the two conditions for 30 weeks. The Problem-Oriented Screening Instrument for Teenagers (POSIT) subscale scores were measured at baseline and at the completion of the program. Results suggest that the

PALS component strengthened the existing intervention and lend preliminary support for the continuation of this combination of interventions. Future research with larger numbers is needed.

Hyatt & Filler (2007) studied the Life skills training among adolescents. The sample comprised of 50 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. As per the analysis of the collected data it was reported that life skills training has positive effects on self-confidence, responsibility, and self-assertiveness, which leads to increased attention and social support from others and less mental pressure among adolescents.

Madnawat et al. (2007) studied the effect of life skills and gender on psychophysical well being and coping response among adolescents. The sample comprised of 80 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life skills training package. As per the analysis of the collected data it was found in the study that life skills and gender creates a significant main and interactive effect on physical well being, value and creativity, emotions, relations, life management and coping except that there is no significant main effect of life skills and gender on psychological well being and total physical well being among adolescents.

Chiti (2007) examined the effects of life skills training on male secondary school students' behavior. The sample comprised of 30 male students and the experimental method using pre-test, post-test design, with control group was used in this study. As per the analysis of the collected data it was found that training program proved that it has positive effective on male secondary school students' behavior. Behaviour changes have been observed in different situations, during the study.

Shohadaie (2007) have studied the Life skills training effect on identity styles and assertiveness of female students in high school. The sample comprised of 40 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. As per the analysis of the collected data it was reported that life skills training increased social adjustment of female students in high school.

Bharath & Kishore (2008) proposed a model to improve physical and mental health programme using the life skills methodology to promote the psycho social competence of adolescents in schools. And in their study it is found that development model of life skills helps the adolescent students to maintain appropriate physical and mental health in their life. Development of a model school mental health program using the LSE methodology and psychosocial competence of the adolescents as the goal is described. The highlights of model are: (1) Comprehensive health in adolescents is the goal; (2) Using

Life Skills as the medium; (3) Providing a structure to the program by activities; and (4) Teachers as facilitators.

Yadav & Iqbal (2009) study aimed to see the impact of life skill training on self-esteem, adjustment and empathy among adolescents. The sample comprised of 60 adolescent students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was Self esteem inventory (school form), Adjustment inventory for school students (AISS) and the Empathy quotient (EQ). The result showed that subjects improved significantly after life skills trainings on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy. However, no significant difference was found on social adjustment in pre and post condition. Overall training was very effective as subjects improved in the post condition on all measures except one (Empathy), thus showing that Life skill training do show positive results in bringing change in adolescent's attitude, thought and behavior by providing supportive environment to them.

Lineo (2009) had conducted a study on Life Skills of adolescents to improve all aspects of the life and education such as quality education, ensuring equitable access to appropriate learning and facilitating Education for All (EFA) and Millennium Development Goals (MDG) initiatives. The purpose was to explore the main components of life skills programmes to address development problems such as poverty reduction,

preventing spread of HIV/AIDS and alcohol and drug abuse. The study examined how the programmes were implemented and evaluated at Primary schools, Secondary schools and institutions of higher learning. Qualitative data was collected through document review and analysis; in the institutions of higher learning, principals, education officers and curriculum developers. The findings highlight a number of issues and potentials emanating from the life skills training in the delivery of the programmes.

Rahmati et al. (2010) studied the Effectiveness of life skill training on Social adjustment in Children. This research aims at evaluating the effectiveness of training life skills on children's social adjustment in 4th grade of elementary school. The target population for this study was chosen randomly and both experimental and control groups consisted of 20 participants who had been matched on the basis of age and intensity of social adjustment. Social adjustment was assessed by Tahmasian peer rejection test and Mattson social skills test. Results from statistical methods; analysis of covariance, block analysis of variance, and t-student showed that training life skills to children promote their social adjustment.

Nasser & Gharamaleki (2010) studied the Efficacy of life skills training on mental health and self esteem of the students. The aim of this study is to achieve to effects of life skills training on providing mental health and self esteem of students. The study method was experimental research method. The sample

was 40 students and the experimental method using pre-test, post-test design, with control group was used in this study. For data collecting the tools used were Lawanda's questionnaire of anxiety, depression and stress and also the Rosenberg' self esteem scale and the Mohaghegh questionnaire had been used and Rosenberg's self esteem scale which used to measure general self esteem of the students. The results showed that the life skills training has affected on anxiety, depression and stress of students suspected to the mental disorder. This study showed that life skills training is a good method in decreasing mental disorders symptoms among the students suspected to the mental disorder.

Muafi & Hendri (2010) research investigates the role of life skills training in influencing self efficacy, self esteem, life interest and role behavior for unemployed youth. It is a survey research by experiment research type. The respondents are participants from youth drop outs of school particularly unemployed youth. The technique of sampling utilizes purposive sampling. The amount of sample, which required the criteria to be examining, is 73 respondents. The technique of statistics applied in this research is paired samples t test. The result of hypothesis examining explains that there is a difference of self efficacy, self esteem, life interest and role behavior before and after training.

Impact of life skills training was also assessed by Nejad (2010) on self esteem, mental health and assertiveness of High Schools students. Total 200 male students of first grade of high

schools were selected as the sample and the quasi-experimental method using pre-test, post-test design, with control group was used in this study. Data were collected by Personal Data Sheet (prepared by the investigator) used to gather personal information regarding each subject; Mental Health Questionnaire (Goldberg, 1979); Self-esteem Questionnaire (Coopersmith, 1967) and Assertiveness Questionnaire (Herzberger & Shan, 1984). One-way ANOVA, t- test and Pearson Product Moment Correlation Analysis were the statistical techniques. Results exhibited the significant difference between the scores of experimental group and control group, therefore showing the positive effect of life skills training.

Bharath & Kishore (2010) their main aim of the Study was to Empower adolescents about mental health program with life skills education in schools. The impact of the program is evaluated at the end of 1 year in 605 adolescents from two secondary schools in comparison to 423 age, sex, and socioeconomic status-matched adolescents from nearby schools not in the program. The adolescents in the program had significantly better self-esteem ($P=0.002$), perceived adequate coping ($P=0.000$), better adjustment generally ($P=0.000$), specifically with teachers ($P=0.000$), in school ($P=0.001$), and pro-social behavior ($P=0.001$). There was no difference between the two groups in psychopathology (P - and adjustment at home and with peers ($P=0.088$ and 0.921). Randomly selected 100 life skill educator-teachers also perceived positive changes in the

students in the program in class room behavior and interaction. LSE integrated into the school mental health program using available resources of schools and teachers is seen as an effective way of empowering adolescents. It is also reported that life skills education improved their self-efficacy and self-esteem, and it is also noted that mental health promotion of adolescents using life skills education is essential for empowering the adolescents. And it is also found that at the end of the life skills programme it had significant on self esteem, adequate coping better adjustment and pro-social behavior.

Rao (2011) analyzed the importance of Life Skills Education (LSE) in terms of behaviour modification of juvenile delinquents. Interactive and participatory methods were adopted for the training. The sample comprised of 50 adolescent and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life skills education package. As per the statistical analysis based on collected data the results indicated that life skills programme helped them to strengthen their personalities. Behavioural changes are happening among the juvenile delinquents especially among the boys who were trained and criminal propensity came down and morality increased.

Akbar (2011) conducted the study of the Effects of Life Skills Training on High School Student's Satisfaction of Life. The sample comprised of 24 students and the experimental method using pre-test, post-test design, with control group was used in

this study. The tools used for the study was Scale of satisfaction of life: this test comprises 24 questions based on Likert Scale. Results showed that with 95% confidence, life skills trainings increase high school students' satisfaction of life.

Salavati et al. (2011) studied the effect of life-skills training program on Iranian third grade middle school students. This study was carried out to determine the effects of life skills training program on third-grade middle school students. Through this causal-comparative research, 310 thirteen to fourteen years old students (both sexes) have been chosen and divided into two groups of control and experimental. The instrument used for collecting the data was a questionnaire made by the researchers themselves, whose validity and reliability had been confirmed ($\alpha = 88.48\%$). Using t-tests and Chi tests, study results revealed that programmes used for life skills do not affect students' life skills. However, there was a significant difference between the male and female students. Therefore, more to material developers' concern, more revision and reconsidering is needed in this field, since successful run of this program can lead to students' development in every aspect of their lives, including educational, mental, and social development. It is also revealed and suggested by this study, that life skills training program has been proved as efficient and beneficial to students in the dimensions of the life skills development.

Awasthi & Kumari (2011) studied the development of life skills for reproduction health among adolescent girls. The

sample comprised of 80 adolescent girls and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life skills training package and reproduction health questionnaire. Statistical analysis done as per the data collected and the results found that the training in life skills promotes increased awareness on reproductive health.

Esmaeilinasab et al. (2011) study designed to investigate Effectiveness of life skills training on increasing self-esteem of high school adolescents' students. It is a pseudo-experimental study with 160 high school adolescents' students. After educating the training program, subjects administered Cooper Smith self-esteem questionnaire (58-items version). Results Findings of the study indicated that life skills training lead to significant increase of self-esteem in study group in contrast to control group subjects. Conclusion Psycho education and mental health programs such as life skills training could cause to increase the necessary skills in students and decline school and educational problems.

Kaur (2011) study was carried out to examine the effects of life skills intervention program on the emotional intelligence of college adolescents. The current study comprised of 60 male and female college students falling in the age group of 18 to 20 yrs and experimental method using pre-test, post-test design, with control group was used in this study. Generalized Self Efficacy Scale, Sevenfold Emotional Intelligence Scale and

Cooper Smith Self Esteem Inventory were used in this study. The collected data were analyzed using paired sample t test to examine pre post test mean difference which revealed a significant increase in the scores of EQ. The results from the study clearly demonstrate the positive impact of the life skills intervention programme on the emotional intelligence skills of the group exposed to the intervention program.

Tahereh et al. (2011) study was designed to investigate The Effectiveness of Life Skills Training on Happiness, Quality of Life and Emotion Regulation. Life skills training showed that it has significant difference in the scales of happiness and emotion regulation and quality of life in psychological health, social relationship and physical situation subscales. But there were no significant difference in the physical health subscale. Life skills' training is an effective intervention for increasing happiness, quality of life and emotion regulation. This study is a quasi-experimental with pre-test post test and control group design. 26 students were randomly selected and assigned to two experimental and control groups. The experimental group attended in sessions of life skills training (coping with negative mood, effective relationship, assertiveness, anger management and stress management) which altogether lasted for three hours. Oxford Happiness Questionnaire, World Health Organization Quality of Life Questionnaire and Shute Emotion Regulation Questionnaire were administered for both groups. Data were analyzed using ANCOVA and MANCOVA method. Life skills

training showed to have made a significant difference in the scales of happiness and emotion regulation and quality of life in psychological health, social relationship and physical situation subscales. But there were no significant difference in the physical health subscale. Life skills' training is an effective intervention for increasing happiness, quality of life and emotion regulation.

Roodbari et al. (2011) has been conducted a study with the purpose of investigating life skills training's effect on social development, emotional and social compatibility of female students of high school in Neka city of Iran. The sample was 30 female students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was social development questionnaire of Alice Witsman and high school students' adjustment questionnaire of Sinha and Singh (1993). Findings showed that life skills training has a positive effect on social development, emotional and social adjustment. Therefore, Life skills training improved social development, emotional adjustment, social adjustment, and finally this kind of skill training could increase the public health level and adolescence compatibility.

Arya et al. (2012) their purpose of this study was to determine the effectiveness of life skills instruction on general health and social adjustment in girl students. The sample consisted 14year girl students studying in the school. As a random sample were students with the highest score in the questionnaire general health, social adjustment (AISS): Selected

and were assigned in two groups, each group 20 persons. The research design of the experimental and control group pretest and posttest. After random selection of experimental and control groups, the first for both groups, pre-test was performed, then the experimental intervention (life skills instruction) trail were presented to the group after completing the training program, the post- test was taken. Findings: Multivariate analysis of covariance data (MANCOVA) showed that life skills instruction in increasing general health, social adjustment, girl students is used effectively and efficiently.

Raveendra (2012) has studied the effect of life skills among adolescents. The sample consisted of 120 adolescent and the experimental method was used in this study. The tools used for the study was life skills training package. As per the analysis of the collected data the results clearly indicated that Life skill education is very effective in educating the youth about prevention of drug, sexual violence, teenage pregnancy, suicide prevention, consumer education etc.

Amirian (2012) tried to examine the effect of life skills education on academic achievement of high school male students. The study assessed the impact of training on problem solving skills, self awareness and coping with stress skills and to impart the life skills training of different methods on students' academic achievement. Simple random sampling was done. The type of the study is practical and research method used was a post test type with control group of multiple groups. To

determine the experimental and control groups, 105 students of secondary school were selected randomly and they were replaced in four experimental groups and one control group. For this purpose teaching life skills package as well as teacher made and academic achievement tests were used as the research tools. And they were implemented in control group of training in usual and customary manner. For data analysis, one-way analysis of variance and Turkey pursuit test were used. Based on the results of research it can be said that teaching the problem-solving, self awareness, coping with stress skills separately and these three factors together have an impact on students' academic achievement and there are significant differences between the effectiveness of the experimental groups. So life skills education has a positive impact on academic achievement of the high school students

Anjali et al. (2012) studied the Effect of Life Skill Training on Academic Anxiety, Adjustment and Self Esteem Levels in Early Adolescents. The sample comprised of 252 students and the experiment method was used in this study. The tools used for the study was Academic Anxiety Scale for children, Self-esteem Inventory and Adjustment Inventory were used in the study. The present research work has been designed to address the problems of academic anxiety, lack of adjustment and low self-esteem in early adolescents through a specially designed intervention and bring about a positive change in mental makeup and value system of students. The interventional

processes include group meditation, breathing techniques, group discussions, outdoor activities and learning through fun and games. As per the data collected and statistical analysis the findings reveal that there is a significant decrease in academic anxiety post intervention. Further, there is a significant improvement in self-esteem as well as adjustment level of the students.

An article published in a news paper The Hindu (August, 2012) on the topic Life Skill training for teachers to help students. This article showed the efforts of Gandhigram Trust, Madurai, India in the area of life skills. The trust organized a seminar on life skills education to school teachers at Gandhigram. Trust has developed a module on life skill education for eighth, ninth and tenth class students to enhance their skills and help them handle things efficiently. To begin with, hands on training will be imparted to teachers in educational institutions under its control. Later, the training will be extended to others. In his special address, Management Consultant and Life Skills Trainer R.V. Dakshinamurthy said that teachers were given hands on training in conducting different sessions through focus group discussions, presentations, role plays, games and simulations. Life skill module will be based on the skills suggested by UNICEFF.

Sahebalzamani et al. (2012) studied the efficacy of life skills training on general health in students. This was a one group, pre-test, post-test, quasi experimental research. 40

students were selected through purposive sampling method. The data collection tool was Goldberg General Health Questionnaire. The results through Paired t-test showed a 22 score significant decrease in general health after education compared to before education ($P < 0.01$). It is also revealed that life skills education increases general health level of the students.

Khera & Khosla (2012) have studied the relationship between self concept and core life skills on adolescents studying in secondary classes. The sample comprised of 500 adolescent students and the survey method was used in this study. The investigators used Self Concept developed by Dr Pratibha Deo and Self made test of Core life skill comprising of 50 statements covering of ten areas of core life skill. As per the data collected and statistically analysis the results showed that life skills education have positive correlation with self concept. The Major findings of the study that there is a positive co-relation between Core Affective Life Skill and Self Concept of adolescents which means those who posses these essential skills are better confidence in all aspects and they are able to understand themselves. Being empower of Self-awareness they developed positive self-esteem among adolescents.

Lolaty et al. (2012) their present study was aimed at determining the effect of life skills training on the emotional intelligence among the first year students of Medical Sciences. It is an experimental study, the subjects were selected by random sampling and allocated into two groups: Case group ($n=20$) and

control group (n=19); they matched for gender, experience of stressful life events in the past six months, level of interest in the field of study, and level of emotional intelligence. The two groups responded to Bar-on Emotional Quotient Inventory before starting the experiment. Subsequently, the case group underwent life skills training. After the training, Bar-on Emotional Quotient Inventory was responded by the case and control groups again. The data was analyzed using descriptive statistics including Chi-square test, paired and independent t-tests, using SPSS software version 15. Results indicated in the case group, the scores of emotional intelligence after life skills training were significantly improved ($t=11.703$ $df=19$ $P=0.001$), while no significant difference was observed in the control group ($t=0.683$ $df=18$ $P=0.503$). By performing programs such as life skills training, the levels of emotional intelligence of the students could be increased, which itself could lead to academic success, reduced substance abuse, and increased stress tolerance in the students.

Savoji & Ganji (2013) studied the Improvement of the mental health status of university students through Life Skills Training (LST). The purpose of this study was to investigate the effectiveness of Life Skills Training (LST) program on mental health of university students. The sample was comprised of 60 (20 boys and 40 girls) undergraduate that held on 12 sessions of 2 and half hours in counseling center of university. The design of pretest-posttest without control group was employed.

Participants answered to General Health Questionnaire (GHQ, 28 items) before and after they received the LST program. The data were analyzed by t-tests for dependent groups and covariance method. The results showed that there was a significant effectiveness of LST program on mental health of students, and girls received more benefit of the program than boys. According to this study, life skills training can be useful for increasing mental health of university students.

Azar et al. (2013) their purpose of this research is to study the effectiveness of life skills training (LST) program on achievement motivation and academic achievement in the high school students. The research method is experimental with pre-test, post-test and control group. The sample of 145 was selected through cluster random sampling and was placed into two (74 experimental and 71 control) groups. The Hermans Achievement Motivation Test (1970) was administered for all students before and after the training. The experimental group received the LST program as treatment. The data were analyzed by descriptive statistics methods and covariance. The findings showed that LST program have effect on achievement motivation and academic achievement of students and its effect on girls and boys were similar.

Mirzaei et al. (2013) studied the Effect of a Course of Life Skills Program on the Male-Students' Self-Esteem. The research aimed to focus on the effect of a course of life skills program on the male-students' self-esteem in high schools. The research was

performed empirically by pretest and posttest on 286 students in high school in multiple stages and cluster method. Then, 40 students with self-esteem under 25 were chosen and divided into control and experiment groups. Both groups, at first, were examined by pretest; then, the group passed the process of a course of life skills program; finally, both groups were evaluated by posttest. Cooper Smite's Questionnaire was the instrument of data collection. The data was analyzed by SPSS 15 in a statistic and descriptive, mono-literal analysis variance-independent t test. The research showed that a course of life skills program not only affected the student's self-esteem but it also has a significant difference with general, educational, social and family self-esteem. In other words, a course of life skills program cause to achieve success and effect self-concept success namely increase in self-esteem.

Prakash (2013) studied the Relation between Social intelligence and core life skills - A study on higher secondary school students. The present study is an attempt to explore the relation between Social Intelligence and ten Core Life Skills at Higher Secondary School level. Survey method was adopted for the collection of data from 650 students. Normative Survey method was used for the study. Social Intelligence Scale (SIS) was administered to 650 students for measuring Social Intelligence. The Cores of Life Skills (CLS) were also administered to the sample for measuring the 10 Cores of Life Skills of Higher Secondary school students. The findings of the

present study reveal that there is very close positive relationship between Social Intelligence and ten Core Life Skills. And it is also found that there is a significant correlation between social intelligence and the ten core life skills.

Hajizadehanari (2013) studied the effectiveness of life skills education with religious approach to safety, mental health and self-esteem in elementary school students. This study is concerned with the effectiveness of religious life skills training, and its impact on the mental health and self-esteem of elementary school children. The statistical population of the study includes all the male students studying in fifth grade of elementary. The 60 students were randomly assigned to the experimental and the control groups. A pre-test was administered to both groups and then the experimental group received 16 sessions of religious life skills instruction in 16 weeks. The present study is quasi-experimental with a pretest-posttest design with a control group. Research Tools - Goldberg General Health Questionnaire GHQ-28, Coopersmith's Self-Esteem Inventory (GCSE) and the Practical Guide to the Instruction of Religious Life Skills were the instruments used in this research. Findings of the study are Religious life skills training improves students' mental health. Religious life skills' training improves students' self-esteem. The impact of life skills training on physical symptoms of anxiety and insomnia were significant, but the impact was insignificant on social dysfunction and severe depression in students. The effectiveness of life skills training on

global self-esteem, social self-esteem and academic self-esteem was significant, but was insignificant on family self-esteem.

Sakineh et al. (2013) their study examined the life-skills perception of freshmen undergraduate students. The respondents of the survey were 500 young adults aged 18 to 25 years from selected universities in Malaysia. Life-skills Development Inventory-College Form was used to measure life skills in four domains: interpersonal communication, decision making, health maintenance and identity development. The finding revealed significant gender difference in health maintenance. Recommendations of the study underscored the relevance of the findings in interventions and skills building activities.

Mostafa (2013) study is to determine the effectiveness of teaching life skills on educational achievement and social acceptance of middle school students. The research method of feedback with two groups of experiment and certification of sample amounts 619 people in each group were selected. Research tools consist of questionnaires of life skill, social acceptance and questionnaire of individual and personal background information. Basis of life skill equal to 787/0 and basis of social acceptance equal to 730/0 that were reviewed. The results of research theories shows that the skill of self - understanding and excitement has influence in students' educational achievement ($> P 01/0$) but the communication skill has no effect on students' educational achievement ($< P 05/0$). The

skills of decision making and problem solving have effect on student's social acceptance. Triple skills (Excitements, Communicating, decision making and problem solving) are not similar in educational achievement of both male and female students ($P 05/0$) and the effect of self awareness among male and female students is different ($< P 01/0$). Comparing effects of quadruple skills on educational achievement in different levels show that the amount of quadruple skills has conceptual effect on educational achievement in first grade middle school.

Gomes & Marques (2013) examined the effects of a training programme on students' acquisition of life skills, life satisfaction, life orientation and expectations about academic achievement. The sample comprised of 84 adolescent students and the experimental method was used in this study. The tools used for the study was Youth experiences survey (YES, 2.0) (Hansen and Larson 2005; Portuguese adaptation by Gomes, Ramalho, and Dias 2010). The acquisition of life skills was assessed using the youth experiences survey (YES, 2.0), cited as one of the most promising questionnaire in this domain (Gould and Carson 2008). Results showed that students who received the intervention reported having more developmental experiences related to life skills, greater life satisfaction and a stronger tendency to be optimistic. Expectations about academic achievement were higher for the intervention group before and after the intervention. In conclusion, there are benefits to

providing life skills training to adolescents in educational contexts.

Fahimeh & Hassan (2013) their present study was an attempt to study effect of life skill training on self esteem of high school students in Iran. For this purpose initially five high schools were selected randomly. The total sample of the present study comprised sixty (60) female students. Then, they were assigned randomly to experimental and control groups. Each group had 30 subjects the experimental group was given Life skill training for 10 days, while the control group was not given such training. The Self-esteem of the experimental group were measured before and after Life skill training, while the Self-esteem, of the control group were measured twice but without Life Skill training. Self -esteem was measured by using Coppersmith's self-esteem inventory (1981). It was found that there was a significant difference between pre and post condition on all the dimensions of self-esteem, i.e., General, Social, School academic and Home parent self-esteem. On all the dimensions, subjects of the experimental group scored higher in post condition than pre condition. In other words, life skill training was effective in increasing self-esteem.

Niraki & Rahimi (2013) conducted a study on Effect of Life Skill Training on Self -Esteem of High School Students. For this purpose initially five high schools were selected randomly. 60 students were selected 12 from each school that was having low self-esteem, therefore, total sample of the present study

comprised sixty (60) female students. Then, they were assigned randomly to experimental and control groups. Each group had 30 subjects the experimental group was given Life skill training for 10 days, while the control group was not given such training. The Self-esteem of the experimental group were measured before and after Life skill training, while the Self-esteem, of the control group were measured twice but without Life Skill training. Self-esteem was measured by using Coppersmith's self-esteem inventory (1981). It was found that there was a significant difference between pre and post condition on all the dimensions of self-esteem, i.e., General, Social, School academic and Home parent self-esteem. On all the dimensions, subjects of the experimental group scored higher in post condition than pre condition. In other words, life skill training was effective in increasing self-esteem. The result of this study clearly illustrate the positive effect of life skills training on adolescents and importance of self-esteem as an important personality variable that needs to be strengthened through life skills training and as it is directly related effects negative behaviors.

Ahmad et al. (2014) their purpose of this article is to study the effect of life skills training on high school girl students' mental health and self-esteem. The research method used in this study is semi-experimental with pretest, post test and control group. The sampling method was classified random one and 100 students were allocated to experimental and control groups. The measures were Coldberg's mental health and Coopersmith's self-

esteem. To analyze the data, SPSS, descriptive statistics, inferential statistics and independent test were used. The results showed that the training of mental health life skills on physical signs, anxiety and insomnia is significant, but it is not meaningful on social inactivation and depression. Life skills' training is significant on self-esteem as a whole, social self-esteem and educational self-esteem but not on familial self-esteem. Individuals with better life skills in the society can better express themselves and it leads to improve self-esteem. Therefore, it seems that with the use of social skills to adolescents, their positive self-concept and self-esteem will increase.

Pujar & Hunshal (2014) studied the Impact of intervention on life skill development among adolescent girls in Karnataka and they found significant improvement on various life skills among adolescent girls. And they have also observed that life skill education is helpful for the rural adolescent girls to take positive actions and improving their coping skills of stress and problem solving ability. Mother's education was found to be significantly associated with higher life skills levels in the adolescents.

Rakesh (2014) studied to find out the life skills of pupil teachers. A sample of 300 pupil teachers was taken. Descriptive survey method was applied. A standardized scale on life skill assessment was administered to the entire sample. The result reveals that majority of the students have just average level of

life skills which are not adequate. There is a need to train the teachers and consequently develop the life skills among the students. There was no significant difference in life skills between male and female pupil teachers as well pupil teachers belonging to urban and rural area. However, a significant difference was found between science and arts pupil teachers. Science pupil teachers were found to possess higher level of life skills as compared to arts pupil teachers.

Moshki et al. (2014) studied the Effect of Life Skills Training on Drug Abuse Preventive Behaviors among University medical science students. This study was conducted using pre- and post-experimental design with the control group. The Samples were 60 university medical science students (50% male and 50% female) entering university in different majors, selected through quota random sampling and assigned randomly into two equal intervention and control groups after matching. LST was given to experimental group. And the results showed that LST could either promote participant's knowledge about drug abuse preventive behaviors or decrease risk factors leading to drug abuse as a significant post-test increase in the intervention group's drug abuse preventive behaviors mean scores was observed. The study results indicated that the intervention group's observed pre- and post-intervention difference remained stable even in the follow-up test conducted 4 years after the main treatment.

Anuradha (2014b) the study was conducted to assess the life skills and self-concept of adolescents studying 9th standard. One hundred students were selected randomly from four high schools (50 boys and 50 girls) using systematic, stratified random sampling technique. Life Skills Self Rating Scale developed by Anuradha (2005) was used to assess the life skills and Self Concept Rating Scale developed by Prathiba Deo (2011) was used to assess the self-concept. The results revealed that adolescents were having moderately good life skills and scored moderate in self- concept scores. Moderate association was found between life skills and father's education and self-concept score and family income ($p < 0.05$). However, a strong association was found between the life skills and self-concept scores of sample adolescents.

Amir et al. (2014) the study examined the impact of life skills education on self-esteem and self-efficacy of Technical School Education students. 60 students were selected by simple random sampling and were randomly assigned to experimental and control groups. The instruments used in this study consisted of the Coopersmith's (1967) Self-Esteem Inventory (the 58- item version) and the self-efficacy questionnaire by Shererer & Adams, 1982 (the 17- item version). Then the experimental group received 12 weeks of life skills training. The data were analyzed using Independent t-test statistics. The results showed that there was a significant difference between the scores of experimental and control groups in self-esteem and self-efficacy. In other

words, the results of this study indicated that life skills' training has an effect on increasing the self-esteem and self-efficacy of students.

Khaledian et al. (2014a) studied the efficacy of training life skills on the students' self esteem. The current research was conducted with the aim of the efficacy of training life skills on the students' self esteem. In this research 40 students were selected through the random sampling method available as the research sample volume. The method applied in this research is semi empirical with two groups of experiment and control. To collect data the 58 item Cooper Smith questionnaire was used. To analyze data, the descriptive statistics as well as inferential statistics (covariance analysis) were applied. Results indicated that the average self esteem scores in the experimental group posttest are higher than that of the posttest in the control group. And the results shows that life skills training will boost mental health and increase their sense of being valuable and satisfaction will also rise among school students.

Khaledian et al. (2014b) conducted with the aim of the efficacy of training life skills on reducing depression among the University students. The selected samples for this research were 40 students selected through the random sampling method available as the research sample volume. The method applied in this research is semi empirical with two groups of experimental and control. To collect the data, Depression questionnaire was used which is a revised Beck's BDI-II depression form with 21

self-report items designed for evaluating depression was used. To analyze data, the descriptive statistics (average, standard deviation...) as well as inferential statistics (covariance analysis) were applied. Results indicated that the average depression scores in the experimental group's posttest are lower than that of the posttest in the control group. It is concluded that training life skills is effective on reducing depression of the students.

Shirdel & Nezhad (2014) their present research aimed to investigate the relationship between life skills, mental health and academic achievement of male and female students. The research employed a correlation method. The statistical population included all the secondary schools' students, out of which a sample of 100 individuals (50 female students and 50 male students) was selected using convenience sampling from secondary schools' students. The data gathering tools included life skills questionnaire, the students form and General Health Questionnaire (GHQ-28) and GPA as the indicator of academic achievement. Results indicated that there exists positive and significant relationship between the decision-making skills, effective relationship, stress coping, empathy, problem-solving, interpersonal relationships, creativity and complete scale of life skills. Moreover, significant and positive relationship was observed in the scales of life skills and academic achievement except for the scale of self-awareness scale. However, no significant relationship was observed in the variables of

decision-making skills, critical thinking skills and emotion management skill.

Anuradha (2014a) An attempt was made in the present study to assess the life skills among adolescents. The sample were 600 adolescents (300 boys and 300 girls), studying Intermediate course in three different types of colleges (Govt./aided, Private and corporate) across Andhra Pradesh and were selected through multi-stage stratified random sampling technique. Life Skills Self Rating Scale (LSSRS) specially developed for this purpose was used for assessment of life skills of adolescents after standardization. The results revealed that adolescents secured moderately good score on LSSR scale. Significant gender difference was observed in the mean scores of life skills. Boys scored more on skills like decision making, coping with emotions and problems solving, where as girls exceeded boys score in self awareness, critical thinking and empathy skills. Comparatively students from corporate colleges exceeded others in skills such as decision making, effective communication, self awareness, problems solving, critical thinking, and inter-personal relationship skills. With regard to place of residence ,when compared with students of other places students from Vijayawada scored better on life skills score in creative thinking, effective communication, problem solving, empathy and coping up with stress. As studies have reported that life skills can be taught a need for life skills based education is emphasized.

Prajina & Godwin (2014) in their article they studied the Impact of Life Skills among Adolescents: a Review - The end of twentieth century can be considered as both the best and worst time for adolescents. It provided maximum opportunities to grow independently. But at certain extend unimaginable developments of technologies diverted their capabilities to unfertile engagements. The psycho-social factors of adolescents itself is a contributing factor to their misbehavior. Being the turning period of life this is the right time to take right decision. In this condition life skills have important role in their future determination. Life skills are those psycho-social skills that enable individuals to cope effectively with their life challenges. This article draws how the life skills contribute to the individual development of adolescents does.

Kaur (2014) in her study she aims to assess the life skills among school going adolescents in relation to gender, locale, parental education and parental occupation. The present study aims to assess the life skills among school going adolescents in relation to gender, locale, parental education and parental occupation. The sample consisted of 200 school going adolescents studying in government and private schools. Life skills scale (Sharma,2003) and the background information sheets prepared by the investigator herself were used to collect the data. The findings revealed that female and rural school going adolescents possess more life skills than their counterparts. School going adolescents whose fathers and

mothers are less educated possess significantly more life skills than their counterparts. School going adolescents whose mothers have business as parental occupation possess more life skills than their counterparts. Results of the study further revealed that school going adolescents whose mothers are non-working possess significantly more life skills than those with working mothers.

Belinda & Dinesh (2014) aimed a study to understand the Importance of Life Skills Education for Youth. An attempt is made in the present study to understand the Life Skills which are needed the most for our students to overcome the lags created by our education system and major troubles of students in their education and the strategies which can be adopted to overcome those troubles. The results showed that the Implementation of Life Skills program have effect on Youth studying Schools and Colleges in controlling the anger and reduce the problems of Young Minds.

Sreehari & Nair (2015) studied the effect of life skills training among school going adolescents. This study explores the effect of age and gender on life skills among adolescents between the age group of 13 to 18 yrs. Surveys were administered to 484 male and 487 female students (N = 971) to assess life skills. The main instrument used Tools were employed to gather new facts or to explore new fields. Life skills assessment scale (LSAS) developed by Nair.R.A.et.al was used for the data collection. The Life skills assessment scale is a self administration scale. Data was collected in class room setting

with the informed consent of the adolescents. To answer the objectives, an independent t-test with a two-tailed test of significance and one way ANOVA was employed. The findings in the study suggest that there is no gender or age difference in life skills among school going adolescents.

Ayub & Razieh (2015) studied the Impact of life-Skills Training Program on Fostering the Rate of Mental Health among Adolescent Students. Present study has been conducted with the purpose of investigating life skills training effects on fostering the rate of mental health among adolescent students. The present study is experimental type in which pre- test and post-test design were used with control group and random assignment of subjects. The statistical populations of study consisted of 80 students in first-grade of high school, after the screening 24 subjects who score their tests above the cut point was higher than normal were selected randomly in two groups of 12 subjects and replaced in experimental and control groups. The experimental group was trained in life skills about 10 two-hour sessions, once a week. The tools used in this research were based on Goldberg General Health Questionnaire GHQ-28 and the practical guide to life skills Instruction were used in this research. Findings showed that life skills training can be considered a supportive method for reducing the symptoms of anxiety, depression, physical and social issues.

Parvathy & Renjith (2015) studied the Impact of Life Skills Education on Adolescents in Rural School boys and girls. The

major objective of the study is to analyze the knowledge of life skills among adolescents and the impact of „life skills education training on their knowledge level. An experimental study method involving pre- post study is conducted with experiment-delayed group. A sample size of 57 is taken with 30 samples in experimental group and 27 samples in experiment-delayed group. Life Skills knowledge level analytic questionnaire specially prepared by the researcher for the study which includes questions covering ten skills was used to assess the level of life skills. The experimental and experiment–delayed groups were found similar in their socio-demographic status. The study has revealed significant impact of Life Skills Education training on adolescents. And their study reported that there is a significant impact of life skills education on rural adolescent boys and girls’ mental health.

Maryam (2015) studied the relationship between life skills and self-confidence among primary students. The sample for this study was 392 students in 4th, 5th and 6th grade of elementary school and were randomly chosen to respond to the standard questionnaires of self-confidence and social skills and finally, results of these questionnaires were analyzed by bivariate regression and test results showed that there is a significant correlation in self-awareness, effective communication, interpersonal relationships, coping with stress, emotion management, problem solving, decision making and critical thought with confidence of elementary students in Robat

Karim ($P < 0.01$). However, no significant correlation was observed between empathy and critical thinking of students confidence ($P < 0.05$).

Gerami et al. (2015) done a Systematic Review on Life Skills Training and Its Effectiveness. In this study, they had comprehensive review of the variety of life skills and effectiveness in order to provide strategies to improve damages within the family by a broader view. The purpose of this program was to help people understand themselves better and have appropriate and effective interpersonal relationships, emotional control, and better management of stressful situations and solve the problems of the people. Life skill teaching program is provided for promotion of mental health and prevention of social damages. It is aimed at providing opportunities by performing the program; the skills which help them be able to act for themselves and others and whole the society effectively and properly.

Babaei & Cheraghali (2016) studied the effectiveness of training the context of life skills book on the self-confidence of the high school girls. The present research was conducted to examine the influence of the training of the life skills book on the increase of the self-confidence of the high school girls. It was an experimental method (with 2 groups of experimental and control) research. The participants were 600 students who were randomly selected from 6 cities and randomly divided to experimental and control groups. The experimental participated

in a life skills class once a week for 4 months. The researcher used Eyzing self- confidence questionnaire for testing the hypothesis. The result showed that teaching life skills book increasing the experimental group self –confidence in 3 cities was significant while in other 3 cities it didn't show significant results. Because cultures and situation may affect training life skills book, it may be possible that it shows different results.

2.2 Reviews on Life Skills Development and effect of Life Skills Training on children / students /adolescents with special needs

Cronin (1996) in his article Life skills curricula for students with learning disabilities: A review of the literature presents a review of the current literature on life skills curricula and instruction as they relate to students with learning disabilities. The review of life skills literature is organized into two sections: intervention and follow-up/follow-along studies. Based on the available research, several suggestions for designing research programs that address life skills curricula and instruction for students with learning disabilities are outlined.

Hilary & Tim (2004) studied the Life Skills Training in Schizophrenia, study assessed the effectiveness of a life skills training intervention for people with a diagnosis of schizophrenia, facilitated by occupational therapists working in

community mental health teams. Seventeen clients with a diagnosis of schizophrenia and a life skill deficit participated in up to 12 sessions of life skills training, based upon a treatment manual written specifically for the study. The intervention was facilitated by eight occupational therapists who received training in life skills therapy. For the 13 participants who completed the life skills intervention, participation was found to reduce negative symptoms and overall levels of general psychopathology, although this was not reflected in social functioning. Indeed, a statistically non-significant deterioration in social functioning was found upon completion of the intervention. This uncontrolled study does not allow definitive evaluation of the value of life skills training in schizophrenia, but it does provide justification for a larger-scale controlled trial of a manual based approach to life skills training with this client group.

Moradi & Kalantari (2006) studied the Impact of Life skills training on psychological profile of women with physical-motor disabilities. This study investigates the impact of life skills training program (developed by WHO-1993) on mental health and social-emotional aspects in women with physical-motor disabilities. 16 women with physical-motor disabilities were randomly selected and assigned into experimental and control groups. First, GHQ was administered for the both groups as the pre-test. Then ten week training sessions were administered for the experimental group, and in each session one of the basic skills

propounded in life skill was trained. At the end of sessions, GHQ was again administered for the both groups as post test. The data collected through the above tools and statistical analysis was done accordingly. The covariance analysis showed that life skills training could enhance the mental health, and could decrease anxiety and social maladjustment, but not depression. This study has helped to get a better understanding for delivering mental health service for the targeted groups.

Kingsnorth et al. (2007) were done a systematic review of life skill programs for youth with physical disabilities and stated that five of the six studies demonstrated short-term improvements in targeted life skills. The aim of this study was to determine the effectiveness of life skill programs emphasizing independent functioning in preparation for adulthood among youth with physical disabilities. They stated that conclusions are limited because of different interventions, skills, disabilities, and outcome measures with respect to the effectiveness of the programs. There is some support for the use of multi-component interventions for developing life skills among youth with disabilities. However, there are relatively few rigorously designed, published studies that have evaluated the effectiveness of life skill programs.

Soheila et al. (2007) have studied the effects of life skills training on personal relationship, self-esteem and assertiveness of blind girls. The sample comprised of 26 blind girls and the experimental method using pre-test, post-test design, with

control group was used in this study. The used tools in this research about subscale of personal relationship come from exciting intelligence questionnaire of Brad berry and Griaves-self-esteem questionnaire of Rosenberg assertiveness questionnaire of Alberti and Emmons and researcher constructed demographic questionnaire. Multivariate analysis of variance result showed that the Life Skills Training had meaningful and positive effect on self-esteem and assertiveness of blind girls but no meaningful effect on their personal relationships.

Quigley (2007) studied the Effects of Life Skills Instruction on the Personal-Social Skills Scores of Rural High School Students with Mental Retardation. The sample comprised of 39 students with Mental Retardation and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life centered career education (LCCE) knowledge battery and Competency Rating Scale (CRS). Based on the data collected and statistically analysis it is revealed that the students participating in the experimental group did not show a greater increase in scores on the Knowledge Battery and Competency Rating Scale of social skills than the scores of students who belonged to the control group. Furthermore, interviews with the participating instructors indicate that the experimental group would potentially demonstrate significantly higher scores if the personal-social

skills curriculum was continued over an extended period of time and continuously reinforced.

Emeka (2008) examined the use of music to teach life skills to students with emotional disabilities in the classroom discussed the teaching of life skills to urban American youths who were highly fascinated with the hip-hop culture- songs, raps, miming, lyrics, dressing and musical rhythms, especially individuals with emotional disabilities in the public schools. It was an instructional curriculum strategy to encourage positive and active participation of these students, promote perfect school attendance, encourage good behaviors, deal with anger management and motivate committed learning in the classroom. The instructors' understanding of students' culture, learning needs and styles, and using such background knowledge to educate them become imperative in this setting. These urge for innovative and leadership projects in the author's special education classroom necessitated the application of hip-hop music to teach life skills, reading and other functional skills in the classroom. The outcome was positive and rewarding to both the teachers and students. There were recommendations for interested teachers to devise creative teaching methods, differentiated instruction and appropriate classroom management practices to attain student achievement.

Ahmadian & Fata (2009) in their study examined the effect of life skills education on children with mild intellectual disability. The sample comprised of 30 children with mild

intellectual disability in this study. The tools used for the study was WISC_R and results indicated that the effect of Life skills education program had positive effects on Self-knowledge, interpersonal relationship, and anger management among children with mild intellectual disability.

Sajedi (2009) investigated the impact of training life skills among blind girls on their interpersonal relations; self esteem and expression of oneself. The sample consisting of 40 blind girls were selected. The experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was life Life skills training package. Based on the data collected and statistically analysis it is revealed that life skill training has effect on their interpersonal relations; self esteem and expression of oneself among blind girls'. And it is also revealed that because of life skills training positive self esteem helped them in many important situations.

Morgen & Brian (2009) have studied Functional Life Skills Curricular Interventions for Youth with Disabilities - A Systematic Review, The relationship between functional or life skills curricula (the intervention) and transition-related outcomes for secondary-aged youth with disabilities is explored in this systematic review. A total of 50 studies intervening with 482 youth with (largely) disability labels of moderate to severe mental retardation were reviewed. The findings of this review provide tentative support for the efficacy of the use of functional or life skills curricular interventions across educational

environments, disability types, ages, and gender in promoting positive transition-related outcomes. These findings are discussed in terms of characteristic features of the literature set and competing trends in secondary education. Selected studies in a number of specific curricular areas are recommended.

Pourseyedi et al. (2010) studied "the effectiveness of life skills training program on the adjustment rate of the blind and low vision students". The sample comprised of 30 blind and low vision students and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was Adjustment inventory for school students (AISS) as per the analysis of the collected data the results indicates that life skills training program is an effective way to increase low vision and blind student's compatibility.

Bouck (2010) studied about the Life Skills Training for Students with Intellectual Disabilities in and out of School and this study represented a secondary analysis of the National Longitudinal Transition Study-2 data to understand the reported receipt of life skills instruction in school and out of school for individuals with mild and moderate/severe ID. Frequency distributions, significant tests and a t-test were used to understand receipt of life skills in and out of school for both individuals with mild and moderate/severe ID. And as per the data analysis it is reported that life skills training is not received by Individuals with disabilities either during schooling or out of

the school. So their parents feel that life skills' training is required either in the school or out of the school.

Momeni (2010) has tried to investigate the effectiveness of life skills training on the social competence and communication skills of students with dyscalculia. The sample comprised of 40 students with dyscalculia and the quasi-experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was Key math test, Raven IQ test, Felner social competence scale. As per the data collected analyzed and the results reported that life skills training has positive effect on students with dyscalculia and they have developed social competence and communication skills too.

Akbar et al. (2011) research intends to investigate Effect of Life Skills Training on Family Functioning of Epileptic People's. The sample consisted of 30 adolescents Epileptic People's and the method semi-experimental type with design of pre-test / post-test with control group was used in this study. The tools used for the study was Family Assessment Device (FAD) and the data were analyzed by covariance analysis method. Given results of the present research, life skills training next to other treatments can be employed in order to reduce health care costs arising from psychological, social and familial problems and to improve performance quality of families in question as the most essential children support system particularly epileptic people and the obtained results represent effect of life skills training on increase of sound functioning of epileptic people's.

Baniasad et al. (2012) their study determined the Effectiveness of life skills education by empowerment approach to social work on physically and motor handicapped girls. The sample comprised of 30 adolescent girl students with physically and motor handicapped and the semi-experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was California Individual Social Adjustment Questionnaire. The results revealed that Life skills education by empowerment approach to Social work is effective way to promote a level's adjustment of physical motor disabilities girls.

Azadeh et al. (2013) assessed the efficacy of teaching life skills on the social competence of students with dyscalculia and the study determining the effectiveness of instruction of life skills on social competence and it's components in students with dyscalculia. The sample comprised of 40 students with dyscalculia and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was key-math test, Rion's memory test, Felner's social competence criterion. The results of study showed that the instruction of life skills cause to improving in social competence condition of student with dyscalculia. It is also revealed that after the life skills instruction existing social competence, Behavioral skills and motivation preparation was meaningfully increased. At end it indicates that the life skills instruction can be effective in increasing skills and improving

life quality of students.

Molajabari & Bahrami (2013) have studied Effectiveness of Life Skills Training on Family and Social Self-esteem in Exceptional Children's Mothers. This research attempts to study the effect of training life skills on mental health of mothers who have exceptional children. A pre-test, post-test, with control and experimental groups were designed. The sample comprised 30 mothers having one exceptional child and divided equally into two groups. The experimental group received training life skills including self awareness, problem solving, stress coping, and communicative skill for 12 sessions. The research instruments were general health questionnaires. The data analyzed using ANCOVA test. The results showed training life skills had statistically positive effect on increasing mental health ($F=15/2$, $df=1/27$; $p=0/005$) of experimental group. Meanwhile the results showed that training life skills had positive effect on decreasing anxiety ($F=39/2$, $df=1/27$; $p=0/01$) and depression ($F=7/96$, $df=1/27$; $p=0/005$). The results revealed that Life skills training can increase family self-esteem and social self-esteem of exceptional children's mothers.

Kazemi et al. (2014) examined the effectiveness of life skills training on the self-esteem and communications of students with dyscalculia. The sample consisted of 40 students with dyscalculia and the quasi-experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was Key-Math Mathematics Test,

Rosenberg Self-Esteem Scale and Vineland Social Maturity Scale (VSMS) - Social Developmental Questionnaire. The MANCOVA results showed that life skills training were significantly useful and it is increasing self-esteem and communication skills and it is also indicated that life skills training can positively increase the self-esteem and develop the communication skills among students with dyscalculia.

Sima & Hasan (2015) studied the effectiveness of Life Skills Training on Quality of Relationship and Self-Esteem in Disabled Young People. The sample comprised of 30 disabled young people and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was Izenk self-esteem questionnaire, Quality of relationship inventory (QRI). And the statistical analysis of the data revealed that life skills training for disabled people can improve the quality of relationships, depth of relationship and self esteem and in the other hand decrease conflict in interpersonal relationship. Life skills training dose not effected on social support in disabled people. In overall the results of present study suggest life skills training effect on quality of relationship and self esteem in disabled people.

2.3 Reviews on Life Skills Development and effect of Life Skills Training on children / students / adolescents with hearing impairment

Guita et al. (2012) investigated the effectiveness of life

skills training on the social competency of hearing-impaired students in middle schools in Iran and the results showed that life skills training had a significant effect on the social competency of hearing-impaired students. The results also revealed that life skills training had a positive and significant effect on all subscales of social competency in these students: (cognitive skill, behavioral skill, emotional competency) and motivational sets. Life skills training can improve the social competency of hearing-impaired students. It is recommended that planning life skills training programs for hearing-impaired students receives serious attention.

Vernosfaderani (2014) investigated the effectiveness of life skills training on enhancing the self-esteem of 8-16 year old students with hearing impairment in inclusive schools. The sample was 54 students with Hearing Impairment and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was Leiter International Performance Scale and Cooper Smith self-esteem Inventory. T-test was used to compare variables between the two groups. The results indicated that training life skills to students with hearing impairment promote their self-esteem. In other words, life skills' training is effective and enhancing the self-esteem of hearing impaired students in inclusive schools.

Movallali, et al. (2014) studied the Effect of Life Skills Training on Social Skills of Hearing Impaired Students between

10 – 12 years. The sample was 38 students with Sensory Neural Hearing Loss and the experimental method using pre-test, post-test design, with control group was used in this study. . The tools used for the study was Wechsler intelligence test Social Skills Rating Scale or SSRS (Teacher Form). MANCOVA was used to compare variables between the groups, and the results showed that life skills training had a significant effect on the social skills and subscales (cooperation, assertiveness and self control). Life skills training can improve the social skills of hearing impaired students. Therefore, training of life skills has a crucial role in improving the social skills of hearing impaired students, and deserves to be given more attention.

Adibsereshki et al. (2015) have studied the Effectiveness of Life Skills Training on Enhancing the Social Skills of 12-16 years male Children with Hearing Impairment in Inclusive Schools. The sample comprised of 24 male Children with Hearing Impairment in Inclusive Schools and the experimental method using pre-test, post-test design, with control group was used in this study. The tools used for the study was The Social Skills Rating Scale (SSRS). The results were analyzed through independent t-test and analysis of covariance (ANCOVA). The Results revealed that the intervention was effective and is statistically significant and instructions were effective in social skills and concluded that life skills' training was effective for enhancing the social skills of students with hearing impairment.

2.4 Summary of the Review of Literature

The reviews of the researches related to life skills show that a number of studies have been done in the area of life skills and many areas have been covered for studying the impact of life skills. Some studies have been done to see the existing status of life skills, which life skills are being used to face different conditions in the life by children/students/adolescents. These researches help us to recognize various useful life skills which we use consciously or unconsciously. Effect of life skills training have also been seen on the selected sample and found beneficial for improvement in the sample. Sample, for doing research in the area of life skills includes students with hearing impairment. The reviews of life skills show that by seeing the importance of life skills many of the investigators have tried to use life skills training to improve their quality of life of students with hearing,

Reviewing various research articles by different researchers, it seems that most of the studies in life skills conducted among typically developed children/students/adolescents. Very limited number of studies has been conducted among children/students/adolescent with hearing impairment related to need, importance of life skills and the effect of life skills training. The researcher after analyzing the above studies critically, made an attempt to do an experimental research on the development and effectiveness of the life skills training among students with hearing impairment.

A thorough analysis of the related review of literature provided the researcher which strong conceptual knowledge of the research area. The researcher reviews **107** studies related to the current study and have categorized into **3** areas.

The researcher could find **83** studies related to the first area "Life skills related to typically developed children/adolescents". All the studies emphasized the need, importance of life skills and life skills training for better mental health, social skills development, development of self-esteem, adjustment, for better academic performance, to improve social competency, to prevent misuse of smoking, drugs and related substances, to reduce depression and anxiety levels of the students/adolescents, to improve physical and psychological well being, to improve quality of life of typically developed children/students/adolescents.

19 studies were reviews under the second area "Life skills related to children/adolescents with special needs". The findings of the studies revealed that need, importance of life skills and life skills training to reduced negative symptoms of schizophrenia, to improve self-esteem, assertiveness and personal relationship of the blind girls, to develop personal social skills, anger management, self-awareness of children/students/adolescent with mental retardation, encourage positive and active participation of these students, promote perfect school attendance, encourage good behaviors, deal with anger management and motivate committed learning in the classroom

of children/students of emotional disabilities, to develop quality of life, social competence and communication skills of students with dyscalculia, to improve the working condition in the society and self-confidence of students/adolescents of physical and motor disabilities and other children/students/adolescents with special needs.

There were 4 studies in the third area "Life skills related to Children/Adolescents with Hearing Impairment". The findings of the studies revealed that need, importance of life skills and life skills training to enhance the Social Skills, social competency and self-esteem of Children/Adolescents with Hearing Impairment.

The reviews of International and national literature reveals a gap in the research that seems to connect life skills training for promoting better quality of life among students with hearing impairment (SWHI) population. The researcher after analyzing the above studies critically, made an attempt to do an experimental research on Life skills training to develop life skills among student with hearing impairment. The hypotheses of the present study are set according to the in-depth evaluation of the previous research done in this area.