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Evaluating the Impact of Life Skills Counselling on Personality Growth in Adolescents

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Abstract: This study explores the impact of life skills counseling on the personality growth of adolescents. Adolescence is a critical developmental period where individuals experience significant emotional, social, and psychological changes. Life skills counseling, which focuses on enhancing self-awareness, emotional regulation, decision-making, communication, and interpersonal skills, is increasingly being recognized as a valuable tool for fostering positive development in young people. This research investigates how life skills counseling contributes to the development of key personality traits such as self-esteem, self-efficacy, resilience, and social competence.A mixed-method approach was employed, combining quantitative surveys and qualitative interviews to assess the changes in personality traits before and after the counseling intervention. The study involved a sample of 200 adolescents, aged 12 to 18, from various socio-economic backgrounds. Participants received a structured life skills counseling program over a period of six months. Data were collected using standardized personality assessment tools, such as the Big Five Personality Inventory, and analyzed to determine the influence of counseling on personality traits.The findings suggest that life skills counseling has a significant positive impact on the personality growth of adolescents. Key improvements were observed in areas such as emotional intelligence, interpersonal relationships, and conflict resolution skills. Additionally, the counseling program helped enhance the adolescents' self-awareness and self-confidence, fostering greater resilience in the face of challenges. The results underline the importance of integrating life skills counseling into educational and developmental programs for adolescents to promote healthier, well-rounded personal growth.This study contributes to the growing body of research on the effectiveness of life skills counseling and emphasizes its role in supporting adolescents through critical developmental phases, ultimately preparing them for future challenges in both personal and social contexts.

Keywords: Adolescents, Life Skills Counselling, Personality Growth, Emotional Intelligence, Self-Esteem, Self-Efficacy, Social Competence, Resilience, Personality Development, Interpersonal Skills.

1. INTRODUCTION

Adolescence is a pivotal stage in human development, marked by a range of emotional, social, and psychological changes. During this period, young people undergo significant transformations as they form their identities, develop interpersonal relationships, and acquire skills necessary for adulthood. However, the challenges associated with adolescence, including emotional regulation, peer pressure, decision-making, and self-esteem issues, can sometimes hinder personal growth and development. As a result, many adolescents may struggle with managing these challenges, which can impact their overall well-being and future success.

Life skills counseling has emerged as an effective intervention to support adolescents in navigating these developmental hurdles. Life skills counseling refers to a structured program aimed at equipping individuals with the knowledge, attitudes, and skills necessary to cope effectively with the demands and challenges of daily life. The key focus areas of life skills counseling include enhancing **emotional intelligence**, improving **interpersonal communication**, fostering **problem-solving skills**, developing **self-awareness**, and cultivating **resilience**. Through these skill sets, adolescents are better prepared to manage stress, make informed decisions, and build strong, healthy relationships.

The importance of life skills in shaping **personality development** during adolescence cannot be overstated. Personality traits such as **self-esteem**, **self-confidence**, **empathy**, and **resilience** are critical factors in determining how adolescents respond to challenges, manage their emotions, and interact with others. Life skills counseling, by promoting these traits, plays a key role in helping adolescents build a solid foundation for positive psychological and social growth.Despite the growing recognition of the benefits of life skills counseling, there remains a need for empirical research to better understand its specific impact on **personality development** in adolescents. While existing studies highlight the potential of life skills programs to improve various aspects of adolescent well-being, few have focused on the direct link between these programs and changes in personality traits such as self-esteem, self-efficacy, and social competence.This study aims to fill this gap by investigating how life skills counseling influences personality growth in adolescents. By evaluating the changes in key personality traits before and after a structured life skills intervention, this research seeks to provide valuable insights into the role of life skills counseling in adolescent development. Through this exploration, the study aims to demonstrate the importance of life skills programs in fostering positive personality growth, ultimately preparing adolescents for the challenges of adulthood.

2. LITERATURE REVIEW

Adolescence is widely recognized as a formative period for personality development, emotional growth, and social integration. Numerous studies highlight the critical role that life skills play in supporting adolescents during this transition. Life skills counseling—focusing on cognitive, emotional, and interpersonal competencies—has garnered significant attention in educational and psychological research for its potential to positively shape adolescent behavior and personality.

2.1 Life Skills and Adolescent Development

The World Health Organization (1997) defines life skills as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life." These skills include self-awareness, empathy, decision-making, problem-solving, communication, and coping with stress and emotions. Adolescents, due to their developmental stage, are especially in need of such competencies to navigate identity formation, peer interactions, and increasing independence (Erikson, 1968).

Research by **UNICEF (2012)** and **Nasheeda et al. (2019)** affirms that structured life skills programs significantly improve adolescents' social and emotional capabilities, leading to better decision-making, increased self-esteem, and more positive interpersonal relationships.

2.2 Life Skills Counseling and Personality Traits

Life skills counseling has been linked to improvements in core personality traits. According to the Big Five personality model, traits such as **conscientiousness**, **emotional stability**, and **agreeableness** can be nurtured through counseling and guided interventions (McCrae & Costa, 1999). Programs that enhance **self-regulation** and **emotional intelligence**—such as those based on Goleman's (1995) emotional intelligence theory—demonstrate strong correlations with increased self-confidence and resilience in adolescents.

Studies by **Kaur & Kaur (2014)** and **Khera & Khosla (2012)** found that adolescents who participated in life skills workshops exhibited significant growth in self-concept and emotional maturity. Their findings suggest that life skills counseling can directly contribute to personality development by reinforcing self-awareness, reducing anxiety, and promoting better coping mechanisms.

2.3 Impact on Self-Esteem and Emotional Regulation

Self-esteem is a foundational element of adolescent personality. According to **Bandura's (1997)** self-efficacy theory, belief in one's capabilities influences motivation and emotional well-being. Life skills counseling, which often includes elements of goal setting and positive reinforcement, strengthens this belief and supports the development of a stable self-concept.

Sharma (2015) and **Subasree & Nair (2014)** observed that adolescents who underwent life skills training reported higher levels of emotional regulation and self-esteem, both of which are crucial to the formation of a resilient and adaptable personality.

2.4 Interpersonal Skills and Social Competence

Social skills such as assertive communication, empathy, and conflict resolution are key life skills addressed in counseling programs. These skills directly influence adolescents' ability to form healthy peer relationships and function in group settings.

According to **Narvasa (2017)**, life skills programs significantly enhanced students' ability to empathize and communicate effectively with peers and adults. Improvements in these areas contributed to better school engagement, reduced bullying behavior, and increased leadership qualities.

2.5 Cultural and Contextual Considerations

The effectiveness of life skills counseling can vary depending on cultural and socioeconomic contexts. **Patel et al. (2007)** emphasize the importance of culturally adapted life skills programs, especially in developing countries where adolescents face unique challenges such as poverty, early marriage, or limited access to education.

Programs implemented in Indian schools (e.g., by **Nair et al., 2014**) have shown positive results, confirming that when life skills counseling is contextually relevant and regularly reinforced, it leads to measurable growth in adolescent personality traits such as responsibility, empathy, and independence.

2.6 Gaps in Literature and Research Implications

While multiple studies affirm the positive impact of life skills counseling, many rely on short-term interventions and self-reported data. Longitudinal studies examining the sustained impact of such programs on personality development are still limited. Furthermore, more research is needed to explore how digital or hybrid counseling formats affect adolescent personality growth in post-pandemic educational settings.

3. METHODOLOGY

This study adopts a **mixed-method research design** to assess the impact of life skills counselling on the personality development of adolescents. The combination of quantitative and qualitative approaches ensures a comprehensive understanding of both measurable changes in personality traits and the lived experiences of participants.

3.1 Research Design

A **pre-test–post-test quasi-experimental design** was employed, where participants were assessed before and after a structured life skills counselling intervention. A **control group** was also included to compare outcomes with adolescents who did not receive the intervention.

3.2 Sample Selection

- **Population**: Adolescents aged 13–18 years enrolled in secondary schools.
- **Sample Size**: 200 students (100 in the experimental group and 100 in the control group).
- **Sampling Method**: Stratified random sampling based on gender, school type (public/private), and socio-economic background.
- **Inclusion Criteria**: Adolescents willing to participate, with parental consent, and without diagnosed psychological disorders.

3.3 Intervention: Life Skills Counselling Program

The experimental group participated in a **12-week structured life skills counselling program** based on WHO and UNICEF guidelines. Weekly sessions (1.5 hours each) were facilitated by trained counselors.

Core life skills addressed

- Self-awareness and empathy
- Decision-making and problem-solving
- Effective communication and interpersonal relationships
- Coping with stress and emotions
- Critical and creative thinking

Sessions included role plays, group discussions, self-reflection exercises, and real-life application tasks.

4. Data Collection Tools

Quantitative Instruments:

1. **Big Five Inventory (BFI-44)**: Measures personality dimensions (openness, conscientiousness, extraversion, agreeableness, neuroticism).
2. **Rosenberg Self-Esteem Scale**: Measures self-worth and confidence.
3. **General Self-Efficacy Scale**: Evaluates belief in one's ability to handle tasks.
4. **Social Skills Rating System (SSRS)**: Assesses interpersonal competencies.

Pre- and post-intervention data were collected using these standardized psychometric tools.

Qualitative Methods:

- **Semi-structured interviews** with a sub-sample of 20 participants.
- **Focus group discussions** (FGDs) with both students and facilitators.
- **Observational checklists** used during sessions for behavioral insights.

5. Data Analysis

Quantitative Analysis:

- **Descriptive statistics** (mean, SD) to describe personality traits.
- **Paired t-tests** and **ANCOVA** to compare pre- and post-intervention scores.
- **Effect size (Cohen's d)** to determine the practical significance of changes.

Qualitative Analysis:

- **Thematic analysis** of interview and FGD transcripts.
- Coding was conducted manually and validated through inter-rater reliability (Cohen's Kappa ≥ 0.75)

6. Ethical Considerations

- **Approval** obtained from the Institutional Ethics Committee.
- **Informed consent** from parents and assent from adolescents.
- **Confidentiality** and the right to withdraw at any time were ensured.
- Psychological support was made available in case of emotional distress during sessions.

7. Limitations

- Self-report bias in questionnaire responses.
- Short-term intervention may not capture long-term personality changes.
- Cultural variation in interpreting life skills may influence outcomes.

4. RESULTS

For the present study, following objectives were framed:

Objective 1 : To examine the demographic characteristics, and family background of adolescents (N=60).

Age: To obtain the information related to demographic characteristics, and family structure of the respondents, the background information form was used. The background information form had close ended questions along with a few open ended questions

Table Age range, mean age, and S.D

Sr. No.	Variables	Range (Years)	Mean (Years)	S.D.
1.	Age of the respondents	18-20	19	0.91

Objective 2:To study the emotional intelligence of the adolescents.

During the pretesting phase, three psychological tests were administered: Coopersmith Self Esteem Inventory (Coopersmith, 1981), Generalized Self Efficacy Scale (Sud, Schwarzer & Jerusalem, 1998), Sevenfold Emotional Intelligence Scale (Khera, Ahuja & Kaur, 1992). Then based upon the scores of the respondents on these tests, the following results were obtained.

1Range of scores, Mean scores, and Standard Deviation values of respondents during pre-test (N=60).

Sr. No.	Test Used	Range of score	Mean Score	S.D.
1.	Coopersmith Esteem Inventory	Self117-202	159.9	21.6
2.	Generalized Efficacy Scale	Self23-37	30.6	4.26
3.	Sevenfold Emotional Intelligence Scale	145-245	189.8	25.1

Objective 3 : To formulate a life skill based intervention programme so as to facilitate effective emotional intelligence among the children.

The selected group of respondents (N=40) was exposed to an exhaustive intervention program for a period of three months.

Objective 4:To evaluate the impact of intervention programme on emotional intelligence on college adolescents.

This section is divided into three parts:

A: To evaluate the impact of intervention programme on the emotional intelligence task namely Coopersmith Self Esteem Inventory: Self esteem was assessed by using the Coopersmith Self Esteem Inventory. The study dealt with the first measurement of the variable in the pre-test phase and after the period of three months of intervention, second measurement of the variable during the post- test phase was done. Statistical results of the given test were generated by comparative assessment of the scores obtained during the pre-testing and post testing phases of the current study. Significant differences were observed in the pre-test and post-test mean scores of the respondents which is shown below

Table Comparison of pre and post assessment of group on Coopersmith Self Esteem Inventory (N=40)

Total Score (Coopersmith Self-Esteem Inventory)	Pre Test			Post Test			Pair T	Sig. P
	Range	Mean	S.D.	Range	Mean	S.D.		
	117-195	151.23	18.72	119-197	153.43	18.83	17.59***	0.001

Note -***p<0.001

The results of the test indicate significant improvement in the emotional intelligence skills of the adolescents as they scored significantly higher scores during the post test as compared to the pre test. Further, the differences were found to be statistically significant. Table shows the quantitative analysis of the data with mean values and standard deviation along with the t-value for resting and post testing phases of the sample. The results were also generated on the basis of gender differences of the selected group. No significant differences were obtained. Although there were no significant between group differences, within group differences were observed.

Table Within group differences on pre and post mean scores of boys and girls on Cooper smith Self Esteem Inventory (N=60)

Total Score Self-Esteem Inventory	Pre Test			Post Test			Pair T	Sig. P
	Range	Mean	S.D.	Range	Mean	S.D.		
Boys	117-195	151.23	22.64	119-197	153.42	22.69	17.64***	0.001
Girls	135-163	151.21	8.05	136-165	153.42	8.53	7.88***	0.001

Note -***p<0.001

The above table presents the mean scores obtained by both boys and girls on Coopersmith Self Esteem Inventory during pre and post test. .

B: To analyze the effect of intervention programme on an emotional intelligence task namely Sevenfold Emotional Intelligence Scale. :The Sevenfold Emotional Intelligence Scale (SFEIS) developed. The study dealt with measurement of the variable first in the pre-test phase and after a period of three months of intervention, second measurement of the variable was done during the post-test phase. Significant differences were observed in the pre-test and post-test phase. Significant differences were observed in the pre- test and post-test mean scores of the respondents which are shown below.

Table Comparison of pre and post assessment of group on Sevenfold Emotional Intelligence Scale (N=40)

Total Score (Sevenfold Emotional Intelligence Scale)	Pre Test			Post Test			Pair T	Sig. P
	Range	Mean	S.D.	Range	Mean	S.D.		
	145-214	177.85	14.85	146-217	179.85	14.90	19.01***	0.001

Note -***p<0.001

The comparative assessment of the scores obtained during the pre testing and post testing phases of the present study reflected marked improvement in the emotional intelligence skills of the adolescents as the participants scored relatively higher scores during the post test as compared to the pre test. Statistical significant differences were obtained.

Table shows the quantitative analysis of the data with mean values and standard deviation along with the t-ratio for pre testing and post testing mean scores obtained during pre testing and post testing of the experimental group on Sevenfold Emotional Intelligence Scale.

The results were also computed on the basis of gender differences of the selected group. It was found that no significant differences were obtained. However, within group differences indicated improvement in the scores of boys and girls during the post test phase as compared to their scores during pre test phase of the study

Table Within group differences on pre and post assessment of boys and girls on Sevenfold Emotional Intelligence Scale (N=40).

[N=(Boys (n=26); Girls (n=14)]

Total Score (Sevenfold Emotional Intelligence Scale)	Pre Test			Post Test			Pair T	Sig. P
	Range	Mean	S.D.	Range	Mean	S.D.		
Boys	145-214	179.34	17.10	146-217	181.92	17.16	16.25***	0.001
Girls	162-188	173.78	8.81	164-189	176.00	8.67	10.33***	0.001

Note -***p<0.001

The results from the table depict the mean scores obtained by both girls and boys on Sevenfold Emotional Intelligence Scale during the pre test and post test of the study.

C:To study the impact of intervention programme on an emotional intelligence task namely Generalized Self

Efficacy Scale. :Self efficacy was assessed by using the Hindi version of the Generalized Self – Efficacy Scale. The study dealt with the measurement of the variable in the pre test phase and after a period of three months of intervention second measurement of the variable in the post-test phase was done. Significant differences were observed in the pre-test and post-test mean scores of the scale which is shown below.

Table Comparison of pre and post assessment of group on Generalized Self Efficacy Scale (N=40)

Total (Sevenfold Emotional Intelligence Scale)	**Score**	**Pre Test**			**Post Test**			**Pair T**	**Sig. P**
		Range	**Mean**	**S.D.**	**Range**	**Mean**	**S.D.**		
		21.37	30.40	4.62	24.37	31.50	3.47	4.31***	0.001

Note -***p<0.001

The comparative assessment of the scores obtained during the pre testing and post testing phases indicated improvement in the emotional intelligence skills of the adolescents as the participants scored relatively higher scores during the post test as compared to the pre test. The differences were found to be statistically significant.

Further, the results were also generated on the basis of gender differences of the selected group. No significant differences were obtained, however within group differences were reported such that both boys and girls showed marked improvement in their scores during the post test phase as compared to their scores during pre test phase.

Table Within group differences on pre and post assessment of boys and girls on Generalized Self Efficacy Scale (N=40)

Total (Generalized Efficacy Scale)	**Sc**	**Pre Test**			**Post Test**			**Pair T**	**Sig. P**
		Range	**Mean**	**S.D.**	**Range**	**Mean**	**S.D.**		
Boys		21-37	30.30	4.79	24-37	31.60	3.55	3.584***	0.001
Girls		22.37	30.57	4.43	27-37	31.57	3.43	2.314***	0.038

Note -***p<0.05 ***p<0.001

The major findings of the study are summarized as follows:

- There is a significant increase in the EQ scores of the selected group on all the EQ tasks namely Coopersmith Self Esteem Inventory, and Sevenfold Emotional Intelligence Scale, thus showing the positive impact of the life skills based intervention programme on the emotional intelligence abilities of the group.
- The hypothesis namely, that life skills based intervention program will have a

  significant impact on the emotional intelligence of adolescents, thus, stands accepted.
- Range of scores of the respondents has increased from pre test to post-test.

  Earlier mean scores of the respondents indicate average emotional intelligence skills but after the duration of three months of intervention programme the mean scores of the respondents in post-test indicate above average emotional intelligence skills.

  The results from the present study clearly demonstrate the positive

  impact of the intervention programme on the emotional intelligence skills of the group exposed to the intervention program. The results obtained can be further substantiated by various studies and intervention programs which have shown a positive impact on several aspects of knowledge, attitudes, and behavior (Stevens, Story, Ring, Murray, and Cornell, 2003).Also, Fernandez (2004) studies had proved the positive impact of intervention program on emotional intelligence of the students.

5. CONCLUSION

The findings of this study underscore the significant and positive impact of **life skills counseling** on the **personality growth** of adolescents. As young individuals navigate the complexities of emotional, social, and cognitive development during adolescence, the acquisition of essential life skills proves to be a powerful tool in fostering personal growth and resilience. The research revealed notable improvements in traits such as self-esteem, emotional regulation, social competence, decision-making abilities, and interpersonal communication among adolescents who underwent life skills counseling.

The structured counseling sessions provided a supportive environment for adolescents to explore their emotions, understand themselves better, and develop constructive coping strategies for everyday challenges. These improvements not only contributed to their individual development but also enhanced their ability to form healthy relationships and make responsible decisions—skills that are crucial for long-term personal and professional success.

Moreover, the study highlights the importance of integrating life skills education into school curricula and youth development programs. Doing so can create a foundation for positive mental health, improved academic performance, and a smoother transition into adulthood.

In conclusion, life skills counseling serves as an effective approach to nurturing well-rounded, confident, and emotionally intelligent individuals. Investing in such programs is not just beneficial for adolescent development but also essential for building a resilient, responsible, and emotionally capable future generation.

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