



The Three pillars of Adolescent well-being: Life skills, Family Culture, and Educational Environment.

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ABSTRACT

The period between childhood and adulthood is known as adolescence. The "child" broadens their views, investigates novel concepts, and ultimately takes on more responsibility and a sense of self. Adolescence is the time when potentialities are fulfilled, skills and abilities are developed, and habits and attitudes are established. Life skills mean the skills required for leading better social life and managing the life situations. These skills help the adolescents to live life with full potential and accomplishing their ambitions. The moral and ethical basis required for sound decision-making is provided by family culture, while a supportive school environment that fosters well-rounded, resilient adolescents enhances life skills. The relationships between the home environment, family culture, and life skills together have an impact on adolescent growth

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Introduction

Adolescence is defined by the World Health Organization as the time between the ages of 10 and 19 (WHO 2003). Overcoming juvenile attitudes and behavior patterns and being ready for adulthood are



the main goals of all the developmental activities associated with adolescence. Adolescent developmental tasks demand a significant shift in the child's ingrained views and behavioral habits. At most, the young adolescent should lay the foundation for the formation of adult perspectives and habits Monteiro and Nilaya (2012).

Need of life skill for adolescents

The competencies required for maintaining and enriching one's life are referred to as life skills (Swann, 1981; Adkins, 1985; Schmidt et al., 1988; Pick worth, 1989). Along with non-academic abilities, attitudes, and behaviors, life skills also include some psycho-social abilities. These include successful interpersonal relationship techniques, anxiety control, and the growth of decision-making and problem-solving abilities. Adolescents' needs must be met by their friends, family, neighbors, and teachers. As stated by UNICEF (2011), the United Nations International Children's Emergency Fund. According to Brooks (1984), life skills are the acquired behaviors required for a successful existence. Life skills, in his opinion, are fundamental developing components of human existence. In order to address daily demands in a range of circumstances and support individuals in acting as adults in society, they entail applying knowledge, abilities, and experience (Gobeli, 1989). In addition to fostering young well-being, life skills education will improve national health and, thus, a country's future. Childhood and the early stages of adolescence are highlighted as crucial times for developing abilities and healthy behaviors. In order to succeed as an adult, life skills education is essential. Adolescent who possess life skills are better equipped to handle the rigors and difficulties of daily life as well as skills related to a wide range of different facets of daily existence. According to the UN Interagency Working Group (2002), they are significant because they are applicable to all stages of life and because they safeguard and promote life, health, and well-being in high-risk settings. Adolescents require a foundation for making thoughtful, well-informed decisions, particularly when it comes to issues with significant ramifications like interpersonal connections, educational, and professional prospects (Hechinger, 1992).

School environment and Adolescents

The first and most enduring influences on a person are introduced by their family. The primary lessons learned from one's family cannot be altered by other institutions. The most important periods of a person's development are childhood and adolescence, as these are when personality traits are first formed. Schools have an immense effect on how a child develops their personality generally, and there is growing understanding about how schools affect a child's mental health and any psychiatric morbidity that may follow. This can be accomplished in school-based programs by providing Life Skills instruction in a nurturing setting. Education has been institutionalized.



In India Schools must be acknowledged as the most significant and reputable platform for connecting with the youth. For any program aimed at youngsters or adolescents to be practical, successful, and economical, it must be integrated into the educational system. In a nation like india, where there are few and scarce resources and qualified specialists. Working with and involving the instructors is more realistic. Schools have an once-in-a-lifetime chance to enhance the lives of youth.

Family culture and Adolescents

The type and nature of the family environment influences a person's social, physiological, psychological, moral, emotional, and cultural development as well as their character, behavior, habits, interests, and hobbies. The environment is a huge phenomenon that includes all of the surrounding circumstances and factors that have an impact on human development. A family is a group of people who are connected by marriage, blood, or adoption links. They procreate and raise children together, and they all have social roles in establishing and preserving social culture. Thus, a child's early experiences, which are influenced by his immediate surroundings, impact all areas of development, including language, cognition, socialization, and emotion. A person's personality is greatly influenced by their family and the relationships that take place within it, according to Muris et al. Adolescent well-being is positively correlated with parental behaviors and the functioning of the family system. Although these tend to differ for males and females, the family environment has a significant impact on an adolescent's social interactions and personal development. A poor family environment led by increased parental conflict and a lack of unity among family members exacerbates feelings of social anxiety, social avoidance, and loneliness (Johnson, Lavoie & Mahoney).

Conclusion

Relationships between Home Environment, Family Culture, and Life Skills, The home environment, family culture, and life skills are all interrelated and have an impact on teenage growth. A loving home environment improves life skills, but family culture provides the moral and ethical foundations needed for wise decision-making. For instance, a teen that has good communication skills and is raised in a supportive family culture is more likely to develop problem-solving and emotional control skills. To promote adolescents' holistic development, educational institutions and policymakers should incorporate life skills training and family-oriented initiatives into curricula. When given the necessary life skills, a nurturing family culture, and a healthy home environment, adolescents flourish. Together, these factors influence their academic performance, emotional stability, and goals for the future. Teachers, psychologists, and parents can make a substantial contribution to the development of resilient, well-rounded teenagers by recognizing and developing these qualities.



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