

# The Impact of Life Skills on Social Isolation among Secondary School Adolescents

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## Abstract

The present study investigated the impact of life skills on social isolation among secondary school adolescents. Adolescence is a critical developmental stage during which individuals face numerous social, emotional, and psychological challenges. Life skills are essential competencies that enable adolescents to cope effectively with these challenges and maintain healthy social relationships. The study aimed to examine the differences in life skills and social isolation with respect to gender and locality, and to determine the impact of life skills on social isolation. A normative survey method was employed, and data were collected from a sample of 150 secondary school adolescents using standardized scales on life skills and social isolation. The findings revealed significant differences in life skills based on gender and locality, with girls and rural adolescents demonstrating higher life skills than boys and urban adolescents, respectively. The results also indicated significant differences in social isolation, with girls experiencing higher levels of social isolation than boys and urban adolescents reporting higher levels of social isolation than rural adolescents. Further analysis revealed a significant negative impact of life skills on social isolation, indicating that adolescents with higher levels of life skills tend to experience lower levels of social isolation. The study concludes that life skills serve as important protective factors that enhance social connectedness, emotional well-being, and positive social adjustment among adolescents. The findings highlight the need for integrating life skills education into school curricula to promote holistic development and reduce social isolation among secondary school students.

**Keywords:** Life Skills, Social Isolation, Adolescents, Secondary School Students, Psychological Well-being.

## 1. Introduction

Adolescence is a period of rapid growth and transformation that brings about significant physical, emotional, cognitive, and social changes. Adolescents in secondary school, generally between the ages of 13 and 18 years, face numerous developmental challenges as they transition from childhood to adulthood. During this stage, they require appropriate guidance, support, and opportunities to develop the competencies necessary for healthy personal and social development.

One of the primary needs of adolescents is to receive emotional support. Adolescents often experience mood fluctuations, stress, anxiety, and uncertainty about their futures. Supportive relationships with parents, teachers, and peers help students develop emotional stability, self-confidence, and resilience.

Schools play a crucial role in creating a safe and nurturing environment in which students feel valued and understood.

Another important need is social support and a sense of belonging. Adolescents seek acceptance from their peer groups and desire meaningful relationships. Positive peer interactions contribute to the development of social competence, communication skills, and a sense of identity among adolescents. When these needs are unmet, adolescents may experience loneliness, social withdrawal or social isolation. Therefore, schools should encourage collaborative learning, group activities, sports, and co-curricular programs that promote social interactions and inclusion.

Adolescents also require guidance in decision making and problem solving. As they encounter academic, social, and personal challenges, they require opportunities to develop critical thinking and responsible decision-making skills. Life skills education can equip individuals with the ability to evaluate alternatives, make informed choices, and cope effectively with everyday problems.

The need for self-awareness and identity formation is another significant aspect of adolescent development. During secondary school, students explore their interests, values, strengths, and future aspirations. Teachers and counsellors can support this process by providing career guidance, mentoring, and opportunities for self-expression to students.

In the contemporary digital era, adolescents require support to manage academic pressure and technological influence. Excessive use of social media, online interactions, and digital devices can contribute to stress, distraction, and social isolation. Therefore, schools should promote digital literacy, responsible technology use, and balanced lifestyles (Tamrakar et al., 2023).

Furthermore, adolescents need support in developing life skills, including communication, interpersonal relationships, empathy, emotional regulation, stress management, and coping strategies. These skills enable them to build healthy relationships, adapt to changing situations, and maintain good mental health. Life skills education has become increasingly important in helping adolescents to address social and emotional challenges effectively.

Secondary schools serve as vital institutions that provide these forms of support. Through guidance and counselling services, life skills education programs, co-curricular activities, peer support initiatives, and positive teacher-student relationships, schools can foster the holistic development of adolescents. Such support not only enhances academic achievement but also promotes social adjustment, emotional well-being, and overall quality of life (Putzu-Williams 2013).

Therefore, understanding and addressing the diverse needs of adolescents at the secondary school level is essential for helping them become confident, socially responsible, and emotionally healthy individuals who can contribute positively to society.

## **2. Conceptual Background of the study**

Adolescence is a critical period of human development marked by significant physical, cognitive, emotional, and social changes. During this transitional stage, individuals strive to establish their identity, develop interpersonal relationships, and achieve greater independence. The successful navigation of these

developmental tasks requires a range of psychosocial competencies commonly referred to as life skills. Life skills enable adolescents to effectively manage daily challenges, make informed decisions, communicate effectively, maintain healthy relationships, and cope with stress and emotions (Subramanian, 2016).

According to the World Health Organization (1997), life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. The WHO identified ten core life skills: self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationship skills, coping with emotions, and coping with stress. These skills are considered essential for promoting mental health, social competence, and overall well-being among adolescents (Kacker & Chhadva, 2013).

Social isolation, on the other hand, refers to the condition in which individuals experience limited social interactions, lack meaningful relationships, or feel disconnected from their social environment. Among adolescents, social isolation may arise due to various factors such as poor communication skills, low self-esteem, peer rejection, academic stress, family conflicts, excessive use of digital media, and difficulties in emotional regulation. Prolonged social isolation can negatively affect adolescents' psychological well-being, academic performance, self-confidence, and social adjustment (Devi, 2024).

Life skills and social isolation are closely interconnected. Adolescents who possess strong life skills are more likely to develop healthy interpersonal relationships, communicate effectively, manage conflicts constructively, and participate actively in social activities. Skills such as empathy, communication, self-awareness, and emotional regulation facilitate positive social interactions and foster a sense of belonging. Consequently, these competencies reduce the likelihood of loneliness and social withdrawal.

Conversely, adolescents with inadequate life skills may face difficulties in expressing themselves, understanding others' emotions, resolving interpersonal conflicts, and coping with social pressures. Such challenges can lead to reduced social participation, feelings of loneliness, and increased social isolation. Therefore, life skills can be viewed as protective factors that enhance social connectedness and support healthy psychosocial development (Aromatario et al., 2024).

From a theoretical perspective, the study is grounded in the principles of Social Learning Theory and Positive Youth Development Theory. Social Learning Theory emphasizes that social behaviours are learned through observation, interaction, and experience, while Positive Youth Development Theory highlights the importance of developing competencies and strengths that enable adolescents to thrive. Life skills represent such competencies that contribute to positive behavioural outcomes and social integration. In the contemporary educational context, schools are increasingly recognized as important settings for life skills development. Through life skills education, adolescents can acquire the competencies necessary for effective social functioning and emotional well-being. Understanding the impact of life skills on social isolation among secondary school adolescents is therefore essential for designing educational interventions that promote social inclusion, psychological health, and holistic development among young learners.

### **3. Life skills**

Life skills are a set of psychosocial competencies and interpersonal abilities that enable individuals to deal effectively with the demands, challenges, and opportunities of everyday life. According to the World Health Organization (WHO), life skills promote adaptive and positive behaviour, helping individuals make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, and manage emotions and stress. During adolescence, life skills play a crucial role in fostering personal growth, social adjustment, emotional well-being, and responsible citizenship. These skills empower adolescents to navigate the complex physical, emotional, and social changes associated with this developmental stage, thereby enhancing their ability to lead productive, healthy, and socially connected lives (S & Saxena, 2024).

The World Health Organization (WHO) identifies ten core life skills that are essential for enabling individuals to deal effectively with the challenges and demands of everyday life. These include self-awareness, empathy, effective communication, interpersonal relationship skills, creative thinking, critical thinking, decision-making, problem-solving, coping with stress, and coping with emotions. Together, these skills help adolescents understand themselves and others, build positive relationships, think independently and creatively, make informed decisions, solve problems constructively, and manage emotional and social pressures. The development of these life skills is particularly important during adolescence, as this stage involves significant physical, emotional, and social changes. By acquiring and practicing these competencies, adolescents can enhance their personal well-being, social adjustment, academic success, and overall quality of life while reducing the risk of social isolation and other psychosocial difficulties (Gilchrist et al., 2018).

#### **Self-Awareness**

Self-awareness refers to an individual's ability to recognize and understand their own thoughts, emotions, strengths, weaknesses, values, and beliefs. It enables adolescents to develop a realistic understanding of themselves and their behaviour. Through self-awareness, students can identify their capabilities and limitations, build self-confidence, and make informed choices. This life skill serves as the foundation for personal growth, emotional regulation, and effective decision-making.

#### **Empathy**

Empathy is the ability to understand and share the feelings, experiences, and perspectives of others. It helps adolescents develop sensitivity toward the emotions and needs of people around them. Empathetic individuals are more likely to show compassion, respect diversity, and maintain harmonious relationships. By fostering understanding and mutual respect, empathy contributes significantly to positive social interactions and social inclusion.

#### **Effective Communication**

Effective communication is the ability to express thoughts, feelings, ideas, and information clearly and appropriately while also listening attentively to others. This skill enables adolescents to communicate confidently in various social situations, resolve misunderstandings, and build positive relationships. Effective communication includes both verbal and non-verbal forms of expression and is essential for academic success, teamwork, and social adjustment.

**Interpersonal Relationships**

Interpersonal relationship skills involve the ability to establish and maintain healthy and meaningful relationships with others. These skills help adolescents develop friendships, cooperate with peers, work effectively in groups, and maintain positive interactions with family members and teachers. Strong interpersonal relationships provide emotional support, enhance social competence, and contribute to overall well-being and a sense of belonging.

**Creative Thinking**

Creative thinking refers to the ability to generate new ideas, explore alternatives, and approach situations from different perspectives. It enables adolescents to think innovatively, adapt to changing circumstances, and discover unique solutions to challenges. Creative thinking promotes curiosity, imagination, flexibility, and originality, which are important for personal development, academic achievement, and problem-solving in everyday life.

**Critical Thinking**

Critical thinking is the ability to analyze information objectively, evaluate evidence, and make reasoned judgments. It helps adolescents distinguish between facts and opinions, assess the consequences of actions, and make informed decisions. Critical thinkers are capable of questioning assumptions, identifying biases, and solving problems systematically. This skill is essential for navigating complex social, academic, and personal situations.

**Decision-Making**

Decision-making is the ability to select the most appropriate course of action from among various alternatives. Adolescents frequently encounter situations that require them to make choices regarding education, relationships, and personal behaviour. Effective decision-making involves gathering information, considering possible outcomes, evaluating risks and benefits, and taking responsibility for one's actions. This skill promotes independence, confidence, and responsible behaviour.

**Problem-Solving**

Problem-solving refers to the ability to identify challenges, analyze their causes, and develop effective solutions. Adolescents often face academic, social, and emotional difficulties that require constructive responses. Problem-solving skills enable them to approach challenges systematically, consider different options, and implement practical solutions. This ability enhances adaptability, resilience, and confidence in handling everyday situations.

**Coping with Stress**

Coping with stress is the ability to recognize sources of stress and manage them in healthy and constructive ways. Adolescents may experience stress due to academic demands, peer relationships, family expectations, and future concerns. Effective stress-coping strategies include time management, relaxation techniques, physical activity, seeking social support, and maintaining a positive outlook. This skill helps protect mental health and promotes emotional well-being.

## **Coping with Emotions**

Coping with emotions refers to the ability to identify, understand, express, and regulate emotions appropriately. Adolescents often experience intense emotions such as happiness, anger, fear, frustration, and sadness. The ability to manage these emotions effectively helps prevent impulsive behaviour, improves interpersonal relationships, and supports psychological well-being. Developing emotional coping skills enables adolescents to respond to challenges calmly and maintain emotional balance in different life situations.

## **4. Social Isolation**

Social isolation refers to a condition in which an individual experiences limited social interactions, lacks meaningful relationships, or feels disconnected from family, peers, and the broader community. It is characterized by reduced social participation, feelings of loneliness, and a lack of a sense of belonging. During adolescence, social isolation can arise due to various factors such as poor communication skills, low self-esteem, peer rejection, family conflicts, academic pressures, excessive use of digital technologies, and difficulties in emotional regulation (Devi, 2024). Prolonged social isolation may negatively affect adolescents' mental health, emotional well-being, academic performance, and social development. As social connections play a crucial role in healthy adolescent development, understanding and addressing social isolation has become increasingly important for educators, parents, and policymakers seeking to promote positive youth development and overall well-being (Hall-Lande et al., 2007).

### **Dimensions of Social Isolation**

#### **A. Emotional Isolation**

Emotional isolation refers to the absence of close, supportive, and meaningful emotional relationships that provide comfort, understanding, and a sense of security. Adolescents experiencing emotional isolation often feel lonely, misunderstood, rejected, or disconnected from others, even when surrounded by people. They may find it difficult to share their thoughts, feelings, and personal experiences with family members, friends, or teachers. Emotional isolation can negatively affect self-esteem, emotional stability, and overall mental health, increasing the risk of anxiety, depression, and social withdrawal.

#### **B. Peer Relationships**

Peer relationships constitute an important aspect of adolescent social development. This dimension focuses on the quality and nature of interactions adolescents have with their classmates, friends, and peer groups. Healthy peer relationships provide emotional support, companionship, acceptance, and opportunities for social learning. However, adolescents who experience difficulties in making or maintaining friendships, face peer rejection, bullying, or exclusion may become socially isolated. Positive peer relationships foster a sense of belonging, whereas poor peer relationships can contribute to loneliness and social disengagement.

#### **C. Social Connectedness**

Social connectedness refers to an individual's sense of belonging and feeling connected to family, friends, school, and the wider community. It reflects the extent to which adolescents perceive themselves as valued members of their social environment. High levels of social connectedness promote feelings of acceptance, support, and inclusion, while low levels may lead to feelings of alienation and isolation. Adolescents who

feel socially connected are more likely to participate in social activities, develop positive relationships, and experience greater emotional well-being.

#### **D. Communication and Interaction**

Communication and interaction involve the ability to express thoughts, feelings, and ideas effectively while engaging positively with others. This dimension examines adolescents' willingness and competence in initiating conversations, participating in group activities, sharing experiences, and maintaining social relationships. Effective communication skills facilitate meaningful social interactions and strengthen interpersonal relationships. In contrast, difficulties in communication, social anxiety, or reluctance to interact with others may limit social participation and contribute to social isolation.

#### **E. Psychological Well-being and Self-Perception**

Psychological well-being and self-perception refer to adolescents' overall mental health, emotional adjustment, self-esteem, and perceptions about themselves. Social isolation can significantly influence how adolescents view their worth, abilities, and social acceptance. Individuals who experience isolation often report feelings of sadness, low self-confidence, insecurity, and dissatisfaction with life. Conversely, positive psychological well-being and a healthy self-concept enhance resilience, social participation, and the ability to establish meaningful relationships. This dimension highlights the close relationship between social experiences and adolescents' mental and emotional health.

These five dimensions collectively provide a comprehensive understanding of social isolation among secondary school adolescents, encompassing emotional, social, communicative, and psychological aspects of their lives.

### **5. Effect of Life Skills on Social Isolation among Adolescents**

Life skills play a significant role in shaping adolescents' social, emotional, and psychological well-being. During adolescence, individuals undergo various developmental changes and face numerous social challenges that require effective coping strategies and interpersonal competencies. The acquisition of life skills enables adolescents to interact confidently with others, build meaningful relationships, manage emotions, and adapt to changing social environments. Consequently, life skills serve as protective factors against social isolation and promote social inclusion (Dwivedi & Rai, 2024).

Self-awareness helps adolescents understand their strengths, weaknesses, emotions, and behaviour patterns. Greater self-awareness enhances self-confidence and self-acceptance, enabling adolescents to participate more actively in social interactions and reducing feelings of loneliness and exclusion. Similarly, empathy allows adolescents to understand and appreciate the feelings and perspectives of others, fostering compassion, mutual respect, and stronger interpersonal relationships (Das et al., 2021).

Effective communication and interpersonal relationship skills are particularly important in preventing social isolation. Adolescents who can express themselves clearly, listen actively, and maintain positive relationships are more likely to develop supportive friendships and experience a sense of belonging. These skills facilitate social participation and help adolescents resolve conflicts constructively, thereby reducing social withdrawal and isolation (Samoilenko & Kornieieva, 2023).

Creative thinking and critical thinking enable adolescents to approach social situations with flexibility and understanding. These skills help them evaluate social challenges, consider alternative perspectives, and adapt to diverse interpersonal contexts. As a result, adolescents become better equipped to navigate complex social relationships and avoid feelings of alienation (Harold, 2024).

Decision-making and problem-solving skills empower adolescents to address personal and social difficulties effectively. By making informed choices and finding constructive solutions to conflicts and challenges, adolescents can maintain healthy relationships and overcome barriers to social participation. These skills enhance resilience and reduce the likelihood of withdrawing from social interactions (Stan, 2017).

Coping with stress and coping with emotions are essential for managing the emotional pressures associated with adolescence. Adolescents who can regulate their emotions and handle stress effectively are less likely to experience anxiety, frustration, or emotional distress that may lead to social withdrawal. Emotional regulation contributes to positive social functioning and helps adolescents sustain meaningful connections with peers and family members (Qizi, 2025).

Furthermore, life skills contribute positively to the major dimensions of social isolation. They strengthen emotional bonds, improve peer relationships, enhance social connectedness, promote effective communication and interaction, and support psychological well-being and positive self-perception. Adolescents with well-developed life skills generally exhibit greater social competence, stronger support networks, and higher levels of social participation than those with limited life skills.

Therefore, life skills play a crucial role in reducing social isolation among adolescents by fostering social competence, emotional resilience, and healthy interpersonal relationships. Enhancing life skills through educational interventions and school-based programs can help adolescents develop a sense of belonging, improve their psychological well-being, and lead more socially connected and fulfilling lives.

## **6. Role of Teachers**

Teacher effectiveness plays a significant role in fostering life skills and reducing social isolation among secondary school adolescents. Effective teachers create a supportive, inclusive, and engaging classroom environment where students feel valued, respected, and connected to their peers (Samara & Khairunnisa, 2025). Through the use of learner-centered teaching strategies, collaborative activities, and positive teacher-student relationships, effective teachers help students develop essential life skills such as communication, empathy, problem-solving, decision-making, and interpersonal competence (Vinay Kumar, 2026). These skills enable adolescents to build meaningful social relationships, participate actively in group activities, and overcome feelings of loneliness and exclusion. Consequently, teacher effectiveness contributes significantly to the social and emotional well-being of students, thereby reducing the risk of social isolation.

Digital competence is equally important in promoting life skills and addressing social isolation among secondary school adolescents in the digital era. Teachers with strong digital competence can effectively integrate technology into teaching and learning, providing students with opportunities for collaboration, communication, and interactive learning experiences (Nascimento et al., 2023). Through digital platforms,

online discussions, educational applications, and virtual teamwork, students can enhance their digital literacy, critical thinking, creativity, and social interaction skills. These experiences help adolescents stay connected with their peers, access social support networks, and develop confidence in both online and offline environments. Therefore, the combined influence of teacher effectiveness and digital competence plays a crucial role in strengthening life skills and minimizing social isolation among secondary school adolescents (Vinay Kumar, 2026).

### **7. Need and Significance of the study**

Adolescence is a crucial stage of development during which individuals undergo significant physical, emotional, cognitive, and social changes. During this period, healthy social interactions and supportive relationships are essential for fostering personal growth and psychological well-being. However, when adolescents experience social isolation, they may face various negative consequences that affect their overall development. At the same time, the acquisition of life skills can serve as a powerful protective factor, helping adolescents overcome social challenges and develop into socially competent and emotionally resilient individuals (Hall-Lande et al., 2007).

Social isolation can adversely affect adolescents' emotional, psychological, academic, and social development. Adolescents who experience limited social interaction often report feelings of loneliness, sadness, rejection, and a lack of belongingness. These feelings may contribute to low self-esteem, reduced self-confidence, anxiety, and depression. Socially isolated adolescents may find it difficult to express their thoughts and emotions, develop friendships, or participate in group activities, leading to further withdrawal from social environments (Almerza & Al-Obiade, 2024).

Social isolation can also negatively influence academic performance. Adolescents who feel disconnected from peers and teachers may show decreased motivation, reduced classroom participation, and lower academic achievement. Furthermore, a lack of social support may hinder their ability to cope with academic stress and challenges effectively.

In addition, prolonged social isolation can impair the development of essential social skills such as communication, cooperation, empathy, and conflict resolution. Adolescents may become reluctant to engage in social interactions, resulting in poor peer relationships and limited opportunities for social learning. Over time, these difficulties may increase the risk of emotional distress, behavioural problems, and poor mental health outcomes.

Life skills play a vital role in promoting healthy adolescent development and protecting young people from the adverse effects of social isolation. Life skills such as self-awareness, empathy, effective communication, interpersonal relationships, critical thinking, decision-making, problem-solving, coping with stress, and coping with emotions equip adolescents with the competencies necessary to navigate social and emotional challenges successfully (Tanushree & Akash Kr, 2025).

Self-awareness helps adolescents understand their emotions, strengths, and limitations, thereby enhancing self-confidence and self-acceptance. Empathy enables them to understand and respect the feelings of others, fostering positive relationships and social harmony. Effective communication and interpersonal

relationship skills help adolescents build friendships, express themselves confidently, and maintain meaningful social connections.

Life skills also strengthen adolescents' ability to manage stress and regulate emotions. Through coping skills, they can deal with academic pressures, peer conflicts, and personal challenges in constructive ways, reducing the likelihood of social withdrawal. Critical thinking, creative thinking, decision-making, and problem-solving skills enable adolescents to evaluate situations objectively, make informed choices, and resolve conflicts effectively (Schmidt, 2021).

Moreover, life skills contribute to greater social connectedness, emotional resilience, psychological well-being, and a stronger sense of belonging. Adolescents who possess well-developed life skills are more likely to participate actively in school activities, maintain healthy peer relationships, and adapt successfully to changing social environments.

While social isolation poses significant risks to adolescents' overall development, life skills act as essential protective resources that enhance social competence, emotional health, and positive adjustment. Promoting life skills among adolescents can help reduce social isolation and support their holistic development into confident, responsible, and socially connected individuals.

Therefore, there is a need to examine the role of life skills in addressing social isolation and promoting healthy psychosocial development among secondary school adolescents.

## **8. Review of Related Literature**

Javidi and Garmaroudi (2019) examined the effect of life skills training on social skills, coping skills, and aggression among 100 high school students using a pretest-posttest design. The study found that life skills training significantly improved students' social and coping skills while reducing aggressive behaviour. The findings highlighted the importance of life skills education in promoting positive behavioural outcomes and comprehensive personality development among adolescents. Similarly, Arulselvi (2016) investigated the relationship between life skills and guidance needs among 102 higher secondary school students. The study revealed a significant positive correlation between life skills and guidance needs, emphasizing that adolescents require appropriate guidance to effectively develop life skills necessary for personal and social adjustment.

Hall-Lande, Eisenberg, Christenson, and Neumark-Sztainer (2007) explored the relationship between social isolation, psychological health, and protective factors among 4,746 adolescents from middle and high schools. The findings indicated that social isolation was associated with higher risks of depressive symptoms, suicide attempts, and low self-esteem. The study further demonstrated that protective factors such as family connectedness, school connectedness, and positive peer relationships could reduce the negative psychological effects of social isolation. The researchers emphasized the need for school-based interventions and supportive social environments to enhance adolescents' psychological well-being and social integration.

More recently, Tagat et al. (2025) evaluated the impact of the Collectives for Life (C2L) life skills program among adolescents across multiple sites in India. Using a longitudinal research design, the study found significant improvements in school attendance, self-efficacy, resilience, aspirations, and socio-emotional

competencies among participants. Long-term results also showed positive effects on resilience and gender attitudes. The findings suggest that life skills interventions contribute significantly to adolescents' educational, emotional, and social development. Collectively, these studies indicate that life skills enhance social competence, emotional well-being, and resilience, while social isolation negatively affects adolescents' psychological health, highlighting the importance of life skills education in reducing social isolation and promoting positive youth development.

### **9. Objectives of the study:**

1. To examine the Life Skills of Adolescents with respect to:
  - Gender (Boys and Girls)
  - Locality (Rural and Urban)
2. To examine the Social Isolation among Adolescents with respect to:
  - Gender (Boys and Girls)
  - Locality (Rural and Urban)
3. To examine the impact of Life Skills on Social Isolation among Secondary School Adolescents.

### **10. Hypotheses of the Study**

1. There would be no significant difference in the Life Skills of Adolescents with respect to Gender (Boys and Girls).
2. There would be no significant difference in the Life Skills of Adolescents with respect to Locality (Rural and Urban).
3. There would be no significant difference in the Social Isolation of Adolescents with respect to Gender (Boys and Girls).
4. There would be no significant difference in the Social Isolation of Adolescents with respect to Locality (Rural and Urban).
5. There would be no significant impact of Life Skills on Social Isolation among Secondary School Adolescents.

### **11. Methodology of the Study**

The present study was conducted by adopting the Survey Method of research to investigate the impact of Life Skills on Social Isolation among adolescents. The sample for the study consisted of 150 secondary school adolescent students selected from various schools in Krishna District of Andhra Pradesh. The sample included both boys and girls belonging to rural and urban localities. The researcher used appropriate standardized tools/questionnaires to collect data related to Life Skills and Social Isolation among adolescents.

#### **Tools of the Study**

For the purpose of the present study, two self-developed questionnaires were used by the researcher to collect the required data from secondary school adolescents. The first tool, namely the Questionnaire on Life Skills of Adolescents, was developed and standardized by the researcher to measure the level of Life Skills among adolescents. The tool consisted of 112 items covering ten major life skills: Self-Awareness, Empathy, Effective Communication, Interpersonal Relationship Skills, Creative Thinking, Critical Thinking, Decision-Making, Problem-Solving, Coping with Stress, and Coping with Emotions.

The second tool used in the study was the Questionnaire on Social Isolation of Adolescents, which was also self-developed and standardized by the researcher. This tool consisted of 62 items distributed under five dimensions, namely Emotional Isolation, Peer Relationships, Social Connectedness, Communication and Interaction, and Psychological Well-being and Self-Perception. The questionnaire was intended to assess the level of social isolation experienced by adolescents in relation to their emotional, social, and psychological conditions in the digital age. Both the tools were prepared carefully by the researcher to ensure their relevance, clarity, and suitability for the selected sample of the study.

### Reliability and Validity of the Tools

The reliability and validity of both the tools developed by the researcher were established using appropriate statistical techniques. The reliability of the Questionnaire on Life Skills of Adolescents and the Questionnaire on Social Isolation of Adolescents was determined through Cronbach's Alpha method, and the obtained reliability coefficients were 0.85 and 0.76 respectively, indicating good internal consistency of the tools. The stability of the tools was further verified through the Test-Retest method, and the obtained values were 0.82 and 0.75 respectively, showing satisfactory reliability over time. The content validity of both the tools was established with the help of expert opinions, and the Content Validity Ratio (CVR) values were found to be 0.70 and 0.60 respectively, indicating that the items included in the tools were appropriate, relevant, and adequate for measuring the intended variables.

### Statistical Tools Used for the Study

The collected data were analysed using appropriate statistical techniques to achieve the objectives of the study. Descriptive statistics such as Mean and Standard Deviation were used to determine the levels of Life Skills and Social Isolation among adolescents. Inferential statistics, including the independent samples t-test, were employed to examine significant differences in Life Skills and Social Isolation with respect to Gender (Boys and Girls) and Locality (Rural and Urban). Further, Simple Linear Regression Analysis was used to determine the impact of Life Skills on Social Isolation among secondary school adolescents. These statistical techniques enabled the researcher to analyse and interpret the data systematically and scientifically.

## 12. Data analysis

**Objective-1:** To examine the Life Skills of Adolescents with respect to:

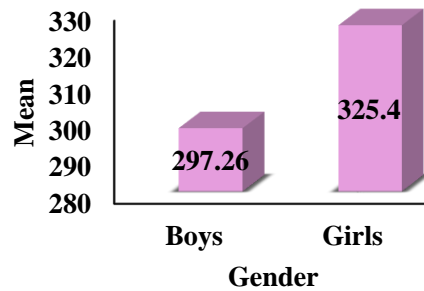
- Gender (Boys and Girls)
- Locality (Rural and Urban)

**Hypothesis-1:** There would be no significant difference in the Life Skills of Adolescents with respect to Gender (Boys and Girls).

**Table 1. Comparison of the mean scores of the level of Life Skills of Adolescents with respect to Gender.**

Variable Gender	Sample N	Mean	SD	SED	t-value	p value
Boys	59	297.26	21.28	3.22	8.74	< 0.001
Girls	91	325.4	15.67			

\* Significant at 0.01 level



**Figure 1. Comparison of the mean scores of the level of Life Skills of Adolescents with respect to Gender**

**Interpretation**

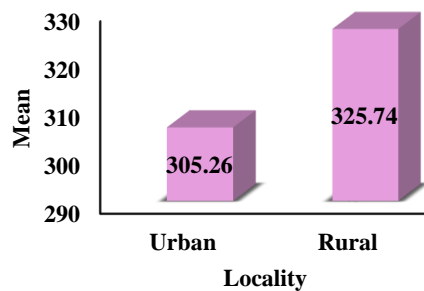
An independent-samples t-test was conducted to examine whether there was a significant difference in life skills between boys and girls. The results revealed a statistically significant difference in life skills scores between boys (M = 297.26, SD = 21.28, n = 59) and girls (M = 325.40, SD = 15.67, n = 91),  $t(148) = 8.74$ ,  $p < .001$ . Girls reported significantly higher levels of life skills than boys. Therefore, the null hypothesis stating that there would be no significant difference in the life skills of adolescents with respect to gender was rejected. These findings suggest that gender plays a significant role in influencing the life skills of adolescents, with girls demonstrating higher life skills scores compared to boys.

**Hypothesis-2:** There would be no significant difference in the Life skills of Adolescents with respect to Locality (Rural and Urban).

**Table 2. Comparison of the mean scores of the level of Life Skills of Adolescents with respect to Locality.**

Variable Locality	Sample N	Mean	SD	SED	t-value	p value
Urban	39	305.26	15.84	2.72	7.54	< 0.001
Rural	111	325.74	10.26			

\* Significant at 0.01 level



**Figure 2. Comparison of the mean scores of the level of Life skills of Adolescents with respect to Locality**

**Interpretation**

An independent-samples t-test was conducted to examine differences in life skills based on locality. The results indicated a statistically significant difference between urban adolescents (M = 305.26, SD = 15.84, n = 39) and rural adolescents (M = 325.74, SD = 10.26, n = 111),  $t(148) = 7.54, p < .001$ . Rural adolescents reported significantly higher life skills scores than urban adolescents. Therefore, the null hypothesis was rejected.

**Objective-2:** To examine the Social Isolation among Adolescents with respect to:

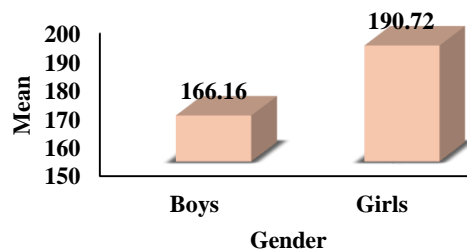
- Gender (Boys and Girls)
- Locality (Rural and Urban)

**Hypothesis-3:** There would be no significant difference in the Social Isolation of Adolescents with respect to Gender (Boys and Girls).

**Table 3. Comparison of the mean scores of the level of Social Isolation of Adolescents with respect to Gender.**

Variable Gender	Sample N	Mean	SD	SED	t-value	p value
Boys	59	166.16	32.99	5.204	4.718*	< 0.00
Girls	91	190.72	29.87			

\* Significant at 0.01 level



**Figure 3. Comparison of the mean scores of the level of Social Isolation of Adolescents with respect to Gender**

**Interpretation**

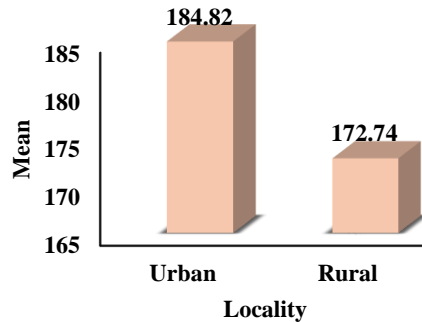
Table 3 shows the comparison of the mean scores of Social Isolation of Adolescents with respect to Gender. The mean score of girls (M = 190.72, SD = 29.87) was found to be higher than that of boys (M = 166.16, SD = 32.99). The obtained t-value was 4.718, which is significant at the 0.05 level ( $p = 0.00$ ). Therefore, the null hypothesis stating that “There would be no significant difference in the Social Isolation of Adolescents with respect to Gender (Boys and Girls)” was rejected. The findings indicate that girls experience significantly higher levels of social isolation compared to boys among secondary school adolescents.

Hypothesis-4: There would be no significant difference in the Social Isolation of Adolescents with respect to Locality (Rural and Urban).

**Table 2. Comparison of the mean scores of the level of Social Isolation of Adolescents with respect to Locality.**

Variable Locality	Sample N	Mean	SD	SED	t-value	p value
Urban	39	184.82	15.21	2.76	4.38*	<0.00
Rural	111	172.74	10.69			

\* Significant at 0.01 level



**Figure 4. Comparison of the mean scores of the level of Social Isolation of Adolescents with respect to Locality.**

**Interpretation**

Table 4 shows the comparison of the mean scores of Social Isolation of Adolescents with respect to Locality. The mean score of urban adolescents (M = 184.82, SD = 15.21) was found to be higher than that of rural adolescents (M = 172.74, SD = 10.69). The obtained t-value was 4.38, which is significant at the 0.05 level (p = 0.000). Therefore, the null hypothesis stating that “There would be no significant difference in the Social Isolation of Adolescents with respect to Locality (Rural and Urban)” was rejected. The findings indicate that urban adolescents experience significantly higher levels of Social Isolation compared to rural adolescents.

**Objective-3:** To examine the impact of Life Skills on Social Isolation among Secondary School Adolescents.

**Hypothesis-5:** There would be no significant impact of Life Skills on Social Isolation among Secondary School Adolescents.

**Table 4.15** Simple Linear Regression Analysis Showing the Impact of Life Skills on Social Isolation among Secondary School Adolescents (N = 150)

Predictor Variable	B	SE B	β	t	p
Constant	59.083	29.713	—	1.988	.049
Life Skills	-0.343	0.084	-0.320	-4.107	.000**

**Model Summary**

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	p
0.320	0.102	0.096	16.86	.000**

Note: Dependent Variable = Social Isolation.  
 $p < .01$

### **Interpretation**

The results of the simple linear regression analysis revealed that life skills significantly predicted social isolation among secondary school adolescents,  $F(1,148) = 16.86, p < .001$ . The model explained 10.2% of the variance in social isolation ( $R^2 = .102$ ). The regression coefficient for life skills ( $B = -0.343, \beta = -0.320, t = -4.107, p < .001$ ) indicated a significant negative effect, suggesting that adolescents with higher life skills tend to experience lower levels of social isolation. Therefore, the null hypothesis was rejected.

### **13. Findings of the Study**

1. A statistically significant gender difference was found in adolescents' life skills, with girls demonstrating higher life skills scores than boys.
2. Rural adolescents exhibited significantly higher life skills than urban adolescents.
3. Girls were found to experience significantly higher levels of Social Isolation than boys among secondary school adolescents.
4. Urban adolescents were found to experience significantly higher levels of Social Isolation than rural adolescents.
5. Life skills were negatively associated with social isolation among secondary school adolescents, indicating that adolescents with higher life skills tend to experience lower levels of social isolation.

### **14. Discussion of the Findings**

The present study examined the impact of life skills on social isolation among secondary school adolescents. The findings revealed significant differences in life skills and social isolation with respect to gender and locality, as well as a significant negative relationship between life skills and social isolation. The first finding indicated that girls possessed significantly higher life skills than boys. This finding is consistent with the work of Javidi and Garmaroudi (2019), who reported that life skills training significantly enhanced social and coping skills among adolescents. Girls may exhibit stronger interpersonal, emotional, and communication skills due to greater socialization opportunities and emotional expressiveness. The finding also partially supports Arulselvi (2016), who emphasized the importance of life skills development among adolescents and highlighted the role of guidance in nurturing these competencies.

The study further found that rural adolescents demonstrated significantly higher life skills than their urban counterparts. This finding may be attributed to stronger community interactions, family involvement, and social support systems commonly found in rural settings. Similar observations can be linked to the findings of Tagat et al. (2025), who reported that life skills interventions significantly improved self-efficacy, resilience, and socio-emotional competencies among adolescents. Rural adolescents may have more opportunities to engage in social and community activities that foster the development of life skills. Additionally, the study revealed that girls experienced higher levels of social isolation than boys, while urban adolescents reported higher social isolation than rural adolescents. These findings suggest that despite possessing higher life skills, girls may still experience emotional and social challenges due to societal expectations, academic pressures, and interpersonal concerns. The higher levels of social isolation

among urban adolescents may be associated with increased digital engagement, reduced face-to-face interactions, and weaker community connectedness.

A major finding of the study was that life skills had a significant negative impact on social isolation among secondary school adolescents. This implies that adolescents with higher levels of life skills tend to experience lower levels of social isolation. The finding strongly supports the study conducted by Hall-Lande et al. (2007), which reported that social isolation was associated with adverse psychological outcomes such as depressive symptoms, low self-esteem, and poor mental health, while protective factors such as connectedness and positive relationships reduced these risks. Similarly, the findings of Javidi and Garmaroudi (2019) and Tagat et al. (2025) demonstrated that life skills contribute to improved social competence, resilience, coping abilities, and positive socio-emotional development. Therefore, life skills serve as protective factors that enhance adolescents' ability to communicate effectively, build healthy relationships, cope with stress, and maintain social connectedness. The results of the present study underscore the importance of integrating life skills education into secondary school curricula to reduce social isolation and promote the holistic development and well-being of adolescents.

### **15. Educational Implications**

1. Life skills education should be integrated into the secondary school curriculum to enhance adolescents' social and emotional competencies.
2. Schools should organize regular life skills training programs to reduce social isolation and promote positive peer relationships.
3. Teachers should adopt interactive teaching strategies that foster communication, problem-solving, and interpersonal relationship skills among students.
4. School counseling services should focus on developing adolescents' coping skills, emotional regulation, and social connectedness.
5. Special interventions should be designed for students vulnerable to social isolation to improve their psychological well-being and social adjustment.

### **16. Conclusion**

The present study concludes that life skills play a crucial role in reducing social isolation among secondary school adolescents. Significant differences were observed in both life skills and social isolation with respect to gender and locality, indicating that these demographic factors influence adolescents' psychosocial development. The findings further revealed a significant negative relationship between life skills and social isolation, suggesting that adolescents who possess higher levels of self-awareness, empathy, communication skills, interpersonal relationship skills, critical thinking, decision-making, problem-solving abilities, and emotional coping strategies are less likely to experience social isolation. Therefore, life skills function as important protective factors that promote social connectedness, psychological well-being, and positive social adjustment. The study highlights the need for schools, educators, and policymakers to strengthen life skills education programs to foster healthy relationships, enhance emotional resilience, and support the overall well-being of adolescents.

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