



Research Article

A Qualitative Study on Effectiveness of Life Skills Training on Emotional Well-being of Adolescents: Case Analysis

Bairappa L Halappagol ^{1*}, Dr. Devata D Gasti ²

¹ Research Scholar, Department of Social Work, Rani Channamma University, Belagavi
Vidya Sangama, Karnataka, India

² Assistant Professor and Research Supervisor, Department of Social Work, Rani Channamma University
Belagavi, Vidya Sangama, Karnataka, India

Corresponding Author: *Bairappa L Halappagol

DOI: <https://doi.org/10.5281/zenodo.19416141>

Abstract

Background: Globally, one out of every seven 10- to 19-year-olds has a mental condition, accounting for 15% of the worldwide disease burden in this age group. Depression, anxiety, and behavioural problems are among the most common causes of sickness and impairment in teenagers. Suicide is the third highest cause of death among people aged 15 to 29 years old.

Objectives: The study examined the emotional levels of adolescents in order to provide life-skills training and measure well-being pre- and post-intervention using qualitative methods.

Methodology: The researcher employed a qualitative case study research design. And investigated four teenagers in the ninth grade at government and private schools in the Chikodi educational region of Karnataka, India. The researcher used checklists for observation and in-depth interviews, as well as school data. The case analysis was conducted using thematic analysis methodologies.

Results: According to the study's findings, teenagers who received life skills training reported feeling more emotionally well than those who did not, as seen by their increased self-awareness, self-talk, and improved peer coping.

Manuscript Information

- ISSN No: 2583-7397
- Received: 11-02-2026
- Accepted: 26-03-2026
- Published: 04-04-2026
- IJCRM:5(2); 2026: 400-404
- ©2026, All Rights Reserved
- Plagiarism Checked: Yes
- Peer Review Process: Yes

How to Cite this Article

Halappagol B L, Gasti D D. A Qualitative Study on Effectiveness of Life Skills Training on Emotional Well-being of Adolescents: Case Analysis. Int J Contemp Res Multidiscip. 2026;5(2):400-404.

Access this Article Online



www.multiarticlesjournal.com

KEYWORDS: Life Skills, Training, Emotional Well-being, Adolescents, Case Study.

1. INTRODUCTION

The term "life skills" refers to a collection of fundamental abilities gained by education and/or firsthand experience that help people and organisations deal with challenges and problems that arise frequently in day-to-day living. (Summer Owens, 2020) These include self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, stress and emotion management, as well as personal and social responsibility, which contribute to good citizenship. These are all necessary skills for success in the twenty-first century, both for successful and employable individuals and for healthy societies. (British Council, 2026)

Adolescence is a crucial developmental stage that is characterised by profound changes in the body, mind, and emotions. Teens frequently face a variety of difficulties that may hurt their mental health as they negotiate the difficulties of growing up. Hormonal fluctuations, social dynamics, scholastic expectations, and the quest for independence can all contribute to a setting that is susceptible to mental health problems. To provide assistance and promote a smooth transition into adulthood, it is essential to comprehend the prevalent mental health challenges that teenagers encounter. (Mind 24×7,2024)

What is Emotional Wellbeing?

The Mental Health Foundation defines emotional well-being as "a positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life; people in good mental health can recover effectively from illness, change, or misfortune. "Taking care of your mental health is just as vital as taking care of your physical health. Being in good mental health makes it easier for us to unwind and do the things we truly like. We also know that injuries and discomfort can negatively impact our emotional well-being, which can impede our recuperation. We can enhance our physical health by enhancing our emotional well-being. (NHS, 2026)

2. REVIEW OF LITERATURE

1. UNICEF (2025)

Life skills are cognitive, personal, and interpersonal talents and abilities that can assist adolescent girls and boys in adapting to change and meeting the demands and challenges of humanitarian circumstances in positive ways. Life skills can help teenagers think critically, solve problems, communicate effectively, form healthy relationships, empathise with others, and develop a sense of self-esteem. Life skills are especially crucial for adolescents in humanitarian situations, as they frequently encounter significant problems such as separation from their families, interruption of their education, and displacement from their communities. Without appropriate tools to deal with these issues, adolescent girls and boys may resort to negative coping strategies such as isolating themselves, venting their frustration and anger on others, or abusing alcohol and drugs.

3. METHODOLOGY

Objectives

1. To study the socio-demographic profile of the adolescents.
2. To explore the emotional levels of adolescents.
3. To develop and implement a structured life skills intervention module for adolescents.
4. To compare pre-intervention and post - intervention levels of adolescents' emotional well-being.

Research Design

The researcher used a qualitative pre-test /post-test case study design in the study.

Sampling design and size: The researcher used a purposive sampling design, and 04 adolescent students were used for the case study.

Universe of the Study

The universe of the study consisted of adolescents aged between 13 and 19 years studying in schools located in the Chikkodi educational district of Karnataka.

Unit of the study

The unit of the study consisted only of the Chikodi and Hukkeri blocks of the Chikodi educational district of Karnataka state. Only 9th-grade students were used for the case study.

Tools

The researcher used a case study checklist at pre-intervention and post-intervention times.

Process of the study

Pre-intervention: Researcher arrange pre-intervention discussion for adolescents.

Intervention: Researchers engage in 08 sessions for adolescents weekly, 02 sessions.

S. No	Session Theme
01	Discussion with Adolescents, Peers, and Teachers on Problems during Adolescence
02	Concept of life skills
03	Self-awareness
04	Decision-making
05	Coping with stress
06	Coping with Emotions
07	Implementation of life skills
08	Evaluation/Post Discussion, termination, follow-up activities

Post-intervention: Researcher arrange post-intervention discussion for adolescents.

Follow-up: The researcher conducted follow-up activities for life skills implementation.

Data Collection Source

Researcher data collected from Primary Sources, like Focus group discussions and case study methods, and secondary sources of data like journals, websites, magazines, newspapers, etc.

Data Analysis design: The researcher used thematic analysis.

Limitations:

- 1) Only 04 adolescents are used in the study.
- 2) Only 9th Std school adolescents are chosen in Chikkodi educational district of Karnataka.

4. DISCUSSION**1. Case Study (Student from Government School (Boy))****Socio-Demographic Profile**

Variable	Details
Name (Pseudonym)	Ramesh
Age	15 Years
Gender	Male
School Type	Government High School, Belakud
Class	9th Standard
Family Type	Nuclear Family
Parents' Occupation	Agriculture
Monthly Family Income	₹12,000 – ₹18,000
Place of Residence	Rural

Emotional Challenges Before Intervention

Ramesh reported experiencing stress related to academic performance and parental expectations. He often felt anxious during examinations and found it difficult to manage pressure from teachers and family members. He also reported difficulty expressing his emotions and often suppressed feelings of frustration and disappointment.

Level of Emotional Wellbeing (Pre-Intervention)

During the pre-test assessment, Ramesh demonstrated **low emotional well-being**. He showed limited emotional awareness and had difficulty recognising stress symptoms. His emotional regulation skills were also weak, and he tended to react impulsively during stressful situations.

Participation in Life Skills Intervention

Ramesh actively participated in several sessions of the life skills training program. He showed particular interest in the following activities: Stress mapping exercises, Decision-making activities, Role play sessions on emotional regulation and Time management planning. During group discussions, he gradually became more comfortable sharing his experiences and interacting with peers.

Changes Observed After Intervention

After the intervention, Ramesh reported improved understanding of stress and emotional triggers. He began using techniques such as deep breathing and time planning to manage academic stress. Teachers also observed improved classroom participation and better communication with classmates.

Post-Intervention Emotional Well-being

Post-test results indicated a moderate to great improvement in emotional well-being. Ramesh demonstrated better emotional regulation, improved confidence, and a more positive outlook toward academic challenges.

2. Case Study (Student from Government School (Girl))**Socio-Demographic Profile**

Variable	Details
Name (Pseudonym)	Lakshmi
Age	15 Years
Gender	Female
School Type	Government High School, Karagaon
Class	9th Standard
Family Type	Joint Family
Parents' Occupation	Daily Wage Labour
Monthly Family Income	₹10,000 – ₹15,000
Place of Residence	Rural

Emotional Challenges Before Intervention

Lakshmi reported feeling shy and hesitant in social situations. She rarely participated in classroom discussions and avoided interacting with classmates. She also experienced anxiety about her academic performance and felt overwhelmed during examinations.

Level of Emotional Wellbeing (Pre-Intervention)

The pre-test assessment revealed that Lakshmi had low emotional confidence and moderate emotional stress. She showed limited ability to express emotions and often avoided discussing personal concerns with teachers or peers.

Participation in Life Skills Intervention

Lakshmi initially showed limited participation during early sessions but gradually became more involved. She particularly benefited from: Self-awareness activities, Group discussions on adolescence, Emotional expression exercises, and Role play activities. These activities encouraged her to interact more openly with peers.

Changes Observed After Intervention

Following the training, Lakshmi began participating more actively in classroom discussions and group activities. She reported feeling more comfortable sharing her thoughts and experiences. Her teachers observed increased confidence and improved communication with classmates.

Post-Intervention Emotional Well-being

Lakshmi's emotional well-being improved from low to moderate levels. She demonstrated greater emotional awareness and improved confidence in expressing her emotions.

3. Case Study (Student from Private School (Boy))**Socio-Demographic Profile**

Variable	Details
Name (Pseudonym)	Rahul
Age	15 Years
Gender	Male
School Type	S.L.B.S High School, Yadagud
Class	9th Standard
Family Type	Nuclear Family
Parents' Occupation	Small Business
Monthly Family Income	₹25,000 – ₹30,000
Place of Residence	Semi-Urban

Emotional Challenges Before Intervention

Rahul reported experiencing frustration related to peer competition and academic pressure. He often became irritated when he was unable to meet expectations. He also reported occasional conflicts with classmates.

Level of Emotional Wellbeing (Pre-Intervention)

Pre-test results indicated moderate emotional well-being with poor emotional regulation. Rahul had difficulty managing anger and frustration during stressful situations.

Participation in Life Skills Intervention

Rahul showed high participation throughout the intervention sessions. He actively engaged in: Problem-solving activities, Decision-making exercises, Role plays on conflict management, Mindfulness and relaxation exercises, and He also contributed actively during group discussions.

Changes Observed After Intervention

After the intervention, Rahul reported improved ability to manage frustration and communicate effectively with peers. He began using problem-solving approaches to handle conflicts instead of reacting impulsively.

Post-Intervention Emotional Well-being

Post-test results showed improvement in emotional regulation and interpersonal skills. Rahul's emotional well-being improved from moderate to high levels.

4. Case Study (Student from Private School (Girl)) Socio-Demographic Profile

Variable	Details
Name (Pseudonym)	Sneha
Age	15 Years
Gender	Female
School Type	Rani Channamma High School, Hukkeri
Class	9th Standard
Family Type	Nuclear Family
Parents' Occupation	Government Service
Monthly Family Income	Above ₹30,000
Place of Residence	Urban

Emotional Challenges Before Intervention

Sneha reported experiencing anxiety related to academic expectations and social comparison with peers. She often worried about her performance and felt stressed about maintaining high academic scores.

Level of Emotional Wellbeing (Pre-Intervention)

Pre-test findings indicated moderate emotional well-being with high levels of academic stress. Sneha reported difficulty relaxing and often experienced emotional pressure during examinations.

Participation in Life Skills Intervention

Sneha actively participated in most training sessions. She showed particular interest in Stress management exercises,

Emotional awareness sessions, Relaxation techniques, Time management activities, and she also assisted peers during group activities.

Changes Observed After Intervention

After the intervention, Sneha reported feeling more relaxed and confident about handling academic responsibilities. She began applying time management techniques and relaxation strategies to reduce stress.

Post-Intervention Emotional Wellbeing:

Post-test results indicated improvement from **moderate to high emotional well-being**. Sneha demonstrated better stress management skills and improved emotional balance.

5. FINDINGS

1. Adolescents face serious emotional challenges in day-to-day life.
2. Adolescents' lack of emotional well-being strategies.
3. Adolescents have no life skills training.
4. Students develop coping with emotions skills in post-discussion time compared to pre-discussion time.
5. Adolescents said their opinion is needing life skills training.
6. Female Adolescents Face more emotional challenges compared to male adolescents.
7. Adolescents have a low self-awareness level.

Suggestions

1. Provide emotional well-being education.
2. Provide life skills-based counselling to adolescents.
3. Provide life skills education and training to adolescents.
4. Provide psychological support and psychosocial rehabilitation to adolescents.
5. Adapt life skills education subjects in the school curriculum.
6. Every school should appoint social and emotional well-being counsellors and career counsellors.
7. Appoint social work graduates as school social workers.

6. CONCLUSION

The four case studies highlight the diverse emotional challenges faced by adolescents, including academic stress, social anxiety, emotional regulation difficulties, and interpersonal conflicts. The life skills training intervention provided participants with practical strategies for understanding and managing their emotions. Across all four cases, improvements were observed in: Emotional awareness, Stress management, Decision-making ability, Interpersonal relationships, and Self-confidence. These case studies provide qualitative evidence supporting the quantitative findings that life skills training significantly enhances the emotional well-being of adolescents.

REFERENCES

1. British Council. What are life skills, and why teach them? 2026. Available from:

2. <https://www.britishcouncil.gr/en/life-skills/about/what-are-life-skills>
3. Mind 24x7. What mental health issues do adolescents face? 2024. Available from: <https://www.mind24-7.com/blog/what-mental-health-issues-do-adolescents-face/>
4. NHS. Mental and emotional well-being. 2026. Available from: <https://www.sussexmshhealth.co.uk/healthy-living-looking-after-yourself/mental-emotional-wellbeing>
5. Owens S. So, what are life skills and why are they important? 2020. Available from: <https://www.linkedin.com/pulse/so-what-life-skills-why-important-summer-owens>
6. UNICEF. Guide: adolescents and life skills education. 2025. Available from: <https://www.unicef.org/adolescentkit/reports/guide-adolescents-and-life-skills-education>

Creative Commons (CC) License

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution–Non-Commercial–No Derivatives 4.0 International (CC BY-NC-ND 4.0) license. This license permits sharing and redistribution of the article in any medium or format for non-commercial purposes only, provided that appropriate credit is given to the original author(s) and source. No modifications, adaptations, or derivative works are permitted under this license.

About the corresponding author



Bairappa L. Halappagol is a Research Scholar in the Department of Social Work at Rani Channamma University, Belagavi, Karnataka, India. He is associated with Vidya Sangama and focuses on Life skills training, emotional well-being, adolescent counselling, intervention research, social work, social development, community welfare, and grassroots initiatives. His academic interests include rural development, social policy, and improving the well-being of marginalised communities.