

# Unlocking Potential: The Transformative Power of Life Skills Education in Empowering Youth for Success

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**Abstract.** *This study delves into the effects of life skills education on children's empowerment and success in various areas. Using a combination of research methods such as descriptive facts, paired-samples t-checks, regression analyses, ANCOVA, and Pearson correlational analyses, the study explores the impact of life skills interventions on enhancing important abilities in youth. The study reveals significant enhancements in people's perceived abilities, particularly in communication, decision-making, and problem-solving, after the intervention. Regression analyses demonstrate how life capabilities, particularly verbal communication, can predict academic achievement, career advancement, and personal growth. The ANCOVA results highlight the enduring influence of life skills training on academic performance. Correlational analyses by Pearson emphasize strong correlations between lifestyle skills and indicators of fulfillment. This analysis highlights the transformative power of life skills training in empowering young people for success in various aspects of life.*

**Keywords:** *Life Skills Education, Youth Empowerment, Success Indicators, Intervention Effectiveness*

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## INTRODUCTION

In a rapidly changing world, it is crucial to ensure that the younger generation is equipped with essential life skills. As we navigate the complexities of the 21st century, relying solely on traditional academic knowledge is no longer sufficient to succeed in today's interconnected and ever-changing global landscape. Quoting the famous educator and philosopher John Dewey, he once said, "Education is not preparation for life; education is life itself." This statement captures the core of our investigation into the powerful effects of life skills training on empowering youth for success.

In a society where educational achievement is highly valued, life skills training is sometimes overlooked (Wright, 2021). There is currently a shift happening as educators, policymakers, and parents recognize the importance of adopting a comprehensive approach to learning. This approach goes beyond just subject-specific knowledge to also include a wide range of life skills. According to Nelson Mandela, "Education is the most powerful weapon which you can use to change the world." This trade starts by empowering individuals through a solid foundation of lifestyle skills (Reshi & Sudha, 2021).

Life skills training extends beyond traditional classroom barriers, delving into interpersonal relationships, emotional intelligence, and adaptability (Sharma et al., 2023; Cavaness et al., 2020). As Alvin Toffler, the futurist and creator, once wisely stated, "The illiterate of the 21st century will not be those who can't read and write, but those who cannot learn,

unlearn, and relearn (Radu-Giurgiu, 2023)." In this constantly changing environment, the ability to adapt and overcome obstacles is crucial. Life skills act as a compass that navigates individuals through the intricacies of personal and professional realms (Chandra Handa, 2023).

The transformative journey enabled by abilities education encompasses various dimensions, such as communication, critical thinking, and problem-solving. Quoting Albert Einstein (Esfeld, 2021), "Education involves more than just learning statistics; it is about developing the ability to think." Developing critical thinking skills enables individuals to analyze information, make informed decisions, and navigate the intricacies of the contemporary world. Training in life abilities becomes the driving force behind nurturing a generation of independent and analytical thinkers (Jacobs et al., 2020).

Furthermore, talents go beyond cognitive abilities and extend into the domain of emotional intelligence (Poláková et al., 2023). Quoting Daniel Goleman, a prominent figure in emotional intelligence research, who stated, "In a very real sense, we have two minds, one that thinks and one that feels." Understanding and managing emotions are crucial aspects of self-development. Education in life skills provides individuals with the necessary tools to understand their emotions, empathize with others, and develop meaningful relationships—an essential aspect of fulfillment in personal and professional settings (Pauschinger et al., 2022). People's satisfaction is closely tied to their ability to communicate effectively. Training focuses on enhancing communication skills to help individuals express thoughts clearly, work effectively in diverse teams, and build meaningful connections (Kurdi et al., 2020; Rehman et al., 2023). In the words of Maya Angelou, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Engaging in meaningful conversations is crucial for building strong connections and leaving a positive impact on others (Aw & Chuah, 2021).

When exploring the impact of life skills training, it's essential to consider the significance of resilience and perseverance (Daisley, 2022). The words of Winston S. Churchill carry a strong message: "Success is not very last, failure isn't always deadly: It is the courage to persevere that counts." Training in life abilities helps individuals develop the strength to overcome challenges, the bravery to face tough situations, and the determination to keep going in difficult times. This steadfast spirit drives individuals towards fulfillment and success (Nasution & Azmi, 2023). Exploring the various aspects of life skills education reveals its significant impact reaching beyond the individual level. It spreads out to communities, societies, and the world on a grand scale. The globalized world requires a generation equipped not only with strong education but also with the ability to collaborate across different cultures. As Mahatma Gandhi once said, "You must be the change you wish to see in the world." Training in life abilities will serve as a catalyst for fostering meaningful contributions to a constantly evolving world.

## **METHODS**

For this analysis, a mixed-methods approach was used to assess the impact of life skills training on empowering adolescents for success. The sampling technique used was stratified random sampling, selecting members from various socio-economic backgrounds across multiple academic institutions. The tool for gathering data evolved into a comprehensive questionnaire with a mix of closed-ended and Likert-scale items. It was crafted to evaluate participants' views on the impact of life skills training on their personal growth and achievements. Before being put into action, the questionnaire went through thorough validation methods, including evaluation by subject matter experts and pilot testing to ensure clarity and relevance. A team of researchers was brought in to analyze demographic data, using statistical tests like t-tests and ANOVA to explore the connections between demographic factors and the perceived benefits of life skills training. Furthermore, a regression analysis was carried out to determine the predictive ability of certain life skills on various indicators of success. The combination of techniques in the design helped to deepen understanding of the intricate connections between lifestyle capabilities

training and empowering young people. This provided valuable insights for educators, policymakers, and stakeholders involved in youth development projects.

## RESULTS AND DISCUSSION

Table 1. Demographic Profile of Participants

Demographic Variable	Frequency (n)	Percentage (%)
Gender		
- Male	150	50%
- Female	150	50%
Socio-economic Status		
- Low	80	26.7%
- Middle	120	40.0%
- High	100	33.3%

Table 1 presents a visual representation of the demographic traits of the study participants. The gender breakdown indicates an even representation of males and females, leading to a well-rounded sample. In terms of socio-financial status, most participants belong to the middle-earnings group, with slightly lower chances in the low and high-income brackets. This diversity in socio-economic backgrounds ensures a diverse and representative sample for the study.

Table 2. Descriptive Statistics for Perceived Impact of Life Skills Education

Life Skill Category	Mean (M)	Standard Deviation (SD)
Communication Skills	4.25	0.78
Decision-Making Skills	3.92	0.95
Problem-Solving Skills	4.10	0.84

Table 2 presents the average ratings and standard deviations for people's perceptions of different levels of lifestyle abilities. The highest average rating is found in Communication Skills (M = 4.25), suggesting a significant impact on personal development. Decision-Making Skills and Problem-Solving Skills also demonstrate strong performance ratings, underscoring the effectiveness of life skills education in nurturing these crucial abilities among young people.

Table 3. Paired-Samples t-test for Pre- and Post-Intervention Scores on Life Skills Education

Life Skill Category	Mean Pre-Intervention (M1)	Mean Post-Intervention (M2)	t-value	p-value
Communication Skills	3.80	4.35	3.21	<0.001
Decision-Making Skills	3.75	4.05	2.45	0.010
Problem-Solving Skills	3.90	4.20	2.10	0.035

Table 3 displays the findings of the paired-samples t-test that compares pre- and post-intervention rankings for unique life skill courses. The t-values highlight the significance of the distinction between the approaches, while the p-values indicate the statistical significance of the determined differences. When examining Communication Skills, there was a significant improvement in ratings from before (M1 = 3.80) to after the intervention (M2 = 4.35), with a t-value of 3.21 and p-value less than 0.001. Similarly, Decision-Making Skills and Problem-Solving Skills also demonstrate significant improvements post-intervention, as supported by their respective t-values and p-values. The study suggests that the training intervention significantly improves individuals' communication, decision-making, and problem-solving skills.

Table 4. Regression Analyses Results for Predicting Success Indicators from Life Skills

Success Indicator	Predictor Variable	Beta Coefficient ( $\beta$ )	t-value	p-value
Academic Achievement	Communication Skills	0.28	4.52	<0.001
	Decision-Making Skills	0.19	3.15	0.002
	Problem-Solving Skills	0.23	3.81	<0.001
Career Advancement	Communication Skills	0.35	5.68	<0.001
	Decision-Making Skills	0.27	4.20	<0.001
	Problem-Solving Skills	0.21	3.75	0.001
Personal Development	Communication Skills	0.31	5.10	<0.001
	Decision-Making Skills	0.24	3.80	<0.001
	Problem-Solving Skills	0.28	4.30	<0.001

Table 4 provides a summary of the results from regression analyses predicting fulfillment signs such as Academic Achievement, Career Advancement, and Personal Development based on various life abilities. The Beta coefficients represent the strength and direction of the relationship between predictor variables (communication capabilities, decision-making abilities, and problem-solving skills) and each performance indicator. A higher Beta coefficient suggests a more robust predictive relationship.

When striving for success in academia, professional growth, and personal enrichment, three essential skills—communication, decision-making, and problem-solving—emerge as significant factors, as indicated by their corresponding Beta coefficients, t-values, and p-values. Communication Skills demonstrate the highest predictive power across all indicators of success, followed by Decision-Making Skills and Problem-Solving Skills. The results emphasize the importance of nurturing various skills through education to promote success in children, showcasing the benefits of developing essential competencies for personal and professional growth.

Table 5. ANCOVA Results for Examining the Effect of Life Skills Education on Academic Achievement, Controlling for Pre-Intervention Scores

Source	SS (Sum of Squares)	df (Degrees of Freedom)	MS (Mean Squares)	F-value	p-value
Between Groups	520.45	2	260.23	12.68	<0.001
Within Groups	1240.89	225	5.51		
<b>Total</b>	<b>1761.34</b>	<b>227</b>			

Table 5 displays the results of the ANCOVA analysis conducted to examine the impact of life skills training on Academic Achievement, while accounting for pre-intervention scores. The row labeled Between Groups illustrates the variance attributed to the treatment (life abilities schooling) and is compared against the variance within groups (Within Groups). The F-value assesses the importance of the differences between group means, with a higher F-value indicating a greater difference. Based on the analysis, the F-value is 12.68, showing a significant difference between the businesses ( $p < 0.001$ ). The p-value associated with the Between Groups supply indicates the level of significance of the observed differences. Given the p-value of less than 0.001, it indicates a significant impact of life abilities training on Academic Achievement, even after accounting for pre-intervention scores. Overall, the outcomes indicate that talent development training significantly impacts academic achievement, emphasizing its importance in improving college students' academic performance beyond their baseline levels, as assessed by pre-intervention scores.

Table 6. Pearson Correlation Coefficients for Relationships between Life Skills and Success Indicators

	<b>Communication Skills</b>	<b>Decision-Making Skills</b>	<b>Problem-Solving Skills</b>
Academic Achievement	0.54	0.42	0.48
Career Advancement	0.62	0.55	0.49
Personal Development	0.58	0.50	0.45

In Table 6, you can find the Pearson correlation coefficients that analyze the connections between different talents (Communication, Decision-Making, and Problem-Solving) and indicators of success (Academic Achievement, Career Advancement, and Personal Development).

Correlation coefficients (r) range from -1 to 1, with a high value indicating a strong correlation, a low value indicating a weak correlation, and the sign showing the direction of the relationship.

When it comes to academic success, all three life talents show positive and slight correlations: Communication Skills (r = 0.54), Decision-Making Skills (r = 0.42), and Problem-Solving Skills (r = 0.48). When it comes to career advancement, there are significant correlations found: Communication Skills (r = 0.62), Decision-Making Skills (r = 0.55), and Problem-Solving Skills (r = 0.49). Personal growth is also recognized for its positive and moderate connections with Communication Skills (r = 0.58), Decision-Making Skills (r = 0.50), and Problem-Solving Skills (r = 0.45).

The findings suggest a positive and statistically significant relationship between life skills, especially communication, decision-making, and problem-solving, and various measures of success. The more robust the correlation, the more impactful the presence abilities are in forecasting positive results in academic, professional, and personal areas.

## CONCLUSIONS

The thorough analysis performed on this study highlights the significant impact of life skills training on children's empowerment for success. Utilizing a combination of statistical methods such as descriptive statistics, paired-samples t-assessments, regression analyses, ANCOVA, and Pearson correlational analyses provides a detailed understanding of the benefits associated with acquiring lifestyle skills. Highlighting the significant improvements in various life skills, academic performance, and career advancement, the study emphasizes the diverse advantages of these educational interventions. Verbal communication skills are crucial and often determine success in various areas. The research highlights the enduring influence of training in life skills on developing well-rounded individuals capable of navigating the challenges of today's society. Looking towards the future, the author supports integrating and expanding life skills education within academic systems, acknowledging its crucial role in promoting the overall development of children and laying a groundwork for long-term success in various aspects of life.

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