



LIFE SKILLS EDUCATION AS A PREVENTIVE STRATEGY AGAINST MOBILE AND SUBSTANCE ADDICTION AMONG YOUTH

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ABSTRACT:

The increasing prevalence of mobile phone dependency and substance abuse among youth poses serious social, academic, and psychological challenges. This study examines the role of life skills education as a preventive strategy against these addictive behaviors, emphasizing the development of psychosocial competencies such as decision-making, problem-solving, emotional regulation, critical thinking and interpersonal communication. Using qualitative analysis of primary case studies and secondary literature, the study identifies peer pressure, psychological stress, curiosity, lack of coping skills, and digital exposure as key contributors to addiction. Findings indicate that structured life skills interventions through curriculum integration, experiential learning, peer mentoring, and community involvement effectively reduce mobile, gaming, and substance addiction while enhancing self-awareness, resilience, and responsible decision-making among adolescents and youth. The study highlights the importance of embedding culturally relevant life skills education in schools and higher education institutions as a proactive measure to promote mental well-being, academic performance, and holistic youth development.

KEYWORDS:

LIFE SKILLS EDUCATION, YOUTH ADDICTION AND MOBILE & SUBSTANCE ABUSE.

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INTRODUCTION

The rapid advancement of technology and changing social dynamics have significantly influenced the lifestyle and behavior of young people. Mobile phones have become an integral part of daily life, providing easy access to communication, entertainment, and information. While these technological developments offer numerous benefits, excessive and uncontrolled use of mobile devices has led to behavioral concerns, particularly among youth. Prolonged screen time, social media dependency, and online gaming are increasingly associated with reduced attention span, sleep disturbances, and social isolation. At the same time, substance use among adolescents and young adults continues to pose serious challenges, affecting their physical health, emotional stability, and academic performance.

Youth represent a critical stage of development characterized by curiosity, experimentation, and vulnerability to external influences. Peer pressure, academic stress, family issues, and lack of emotional

support often contribute to risk-taking behaviors, including excessive mobile use and substance abuse. These addictive patterns not only interfere with healthy personality development but also lead to long-term psychological and social consequences. The dual problem of mobile addiction and substance dependency has therefore become a growing concern for educators, parents, and policymakers who seek preventive measures rather than corrective interventions.

In this context, life skills education has emerged as an effective approach to promote healthy behaviors and prevent addiction among youth. Life skills education focuses on developing essential psychosocial competencies such as decision-making, problem-solving, critical thinking, emotional regulation, communication, and interpersonal relationships. These skills empower young individuals to handle daily challenges effectively, resist peer pressure, and make informed choices. By enhancing self-awareness and coping strategies, life skills education

reduces the likelihood of engaging in harmful behaviors, including excessive mobile usage and substance consumption.

Furthermore, integrating life skills education into school and college curricula provides a supportive environment for fostering resilience and responsible behavior. When youth are equipped with the ability to manage stress, control impulses, and maintain healthy relationships, they are less likely to develop addictive tendencies. Therefore, life skills education serves as a proactive and preventive strategy that not only addresses the root causes of addiction but also promotes overall well-being. This study highlights the importance of strengthening life skills education as a sustainable approach to preventing mobile and substance addiction among youth.

The World Health Organization recognizes and identifies eight core life skills such as self-awareness, critical and creative thinking, problem-solving, decision-making, interpersonal relationships, effective communication, coping with emotions and stress and empathy. The abilities and competencies of youth can be developed to foster emotional intelligence, resilience, and responsible and informed decision-making in life. Substance and behavioural addictions are the categories of addiction among youth and adolescents. The behavioural addictions refer to social media addiction, mobile phone addiction and online gaming addiction. The substance addiction refers to drug, alcohol and tobacco addictions. Both addictions are developed due to peer pressure, stress, low self-esteem, lack of confidence, lack of curiosity and coping mechanisms.

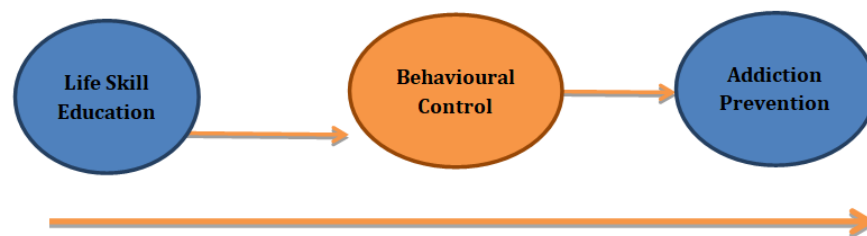


DIAGRAM 1: CONCEPTUAL FRAMEWORK DIAGRAM

Source: The Author Created the Diagram in 2026

REVIEW OF RELATED LITERATURE

Gilbert J. Botvin (2000) emphasized that structured life skills training programs significantly reduce substance abuse among youth by strengthening decision-making, self-control, and social resistance skills. His research demonstrated that adolescents exposed to life skills education showed lower tendencies toward drug and alcohol use compared to those without such interventions. This suggests that equipping young individuals with coping and refusal skills helps prevent addictive behaviors before they develop.

Catherine M. Pickett and colleagues (2012) found that life skills education enhances emotional regulation and problem-solving abilities, which are critical in managing peer pressure related to mobile overuse and substance experimentation. Their findings indicated that youth with strong communication and interpersonal skills are less likely to engage in compulsive smartphone usage and substance misuse. This highlights the preventive nature of life skills education in promoting responsible behavior among adolescents.

World Health Organization (1997; updated framework 2003) identified ten core life skills, including self-awareness, critical thinking, and stress management, as essential tools for preventing health-risk behaviors. According to WHO, these competencies enable youth to handle anxiety, boredom, and social isolation factors often linked to mobile addiction and substance abuse. The organization recommended integrating life skills education into school curricula to reduce vulnerability to addictive habits.

Botvin and Griffin (2014) reported that, in their life skills training (LST) program among adolescents in schools, around 50 to 70 per cent reduced drug, tobacco, and alcohol use as a result of the intervention programs.

Singh and Kaur (2015) reported that there is a rise in the anxiety of teenage youth due to disturbed family dynamics, inability to cope with studies, peer pressure, lack of competence and so on, leading to maladaptive behaviour. Indian social problems such as drug abuse, peer-pressure, alcoholism, sexual abuse, smoking, anti-social elements, juvenile delinquency, addiction to social media, and indiscipline have an adverse effect on adolescents to a large extent. These types of new challenges need to be addressed with immediate and effective responses from educational institutions, both from the government and the private sector.

N. K. Sharma (2016) reported that life skills-based interventions in Indian schools significantly decreased internet and mobile dependency among adolescents. The study revealed that students who received training in time management, goal setting, and emotional control demonstrated healthier digital habits and lower risk of substance experimentation. This reinforces the importance of culturally relevant life skills programs in educational institutions.

R. S. Singh and P. K. Jain (2019) found that life skills education fosters resilience and self-confidence, which act as protective factors against addiction. Their research showed that youth with improved self-esteem and coping

mechanisms were less influenced by peer pressure related to smoking, alcohol, and excessive mobile use. The authors concluded that preventive education through life skills training is more effective than corrective measures after addiction develops.

Velasco et al. (2019) reported that in life skills intervention prevention programs among school adolescents, respondents found that adolescents had reduced risky and destructive behaviours and improved self-esteem in their school life. In another research study conducted among university students participating in life skills educational and training programs. This study illustrated that the respondents of universities showed greater strength and significant improvement in drug abuse and prevention of addictive behaviours (**Roy et al., 2021**).

RESEARCH GAPS

Although previous studies have consistently highlighted the importance of life skills education in reducing substance abuse and improving emotional and social competencies among adolescents, several research gaps remain. Most of the existing literature focuses either on substance abuse or mobile addiction separately, with limited studies examining both issues simultaneously within a single framework. Additionally, many studies emphasize school-level interventions, while comparatively less attention has been given to college and university students who also face increasing risks of digital dependency and substance use. There is also a lack of region-specific research, particularly within diverse socio-cultural contexts, where family dynamics, educational pressure, and technological exposure may influence addiction patterns differently. Furthermore, earlier research primarily measures short-term outcomes of life skills programs, leaving a gap in understanding their long-term effectiveness in sustaining healthy behavioral changes. Another limitation is the insufficient exploration of gender differences and socio-economic factors in shaping the impact of life skills education. Therefore, more comprehensive, longitudinal, and context-specific studies are needed to better understand how life skills education can effectively address both mobile and substance addiction among youth.

SIGNIFICANCE OF THE STUDY

This study is significant as it highlights the growing concern of mobile and substance addiction among youth and emphasizes the preventive role of life skills education in addressing these challenges. By focusing on the development of essential psychosocial competencies such as decision-making, emotional regulation, and stress management, the study underlines how life skills education can empower young individuals to resist peer pressure and adopt healthier behavior patterns. The findings are important for educators, parents and policymakers, as they provide insights into integrating life skills programs within educational institutions and community settings to promote balanced lifestyles.

Moreover, the study contributes to existing literature by examining both behavioral and substance-related addictions together, thereby offering a comprehensive perspective on youth well-being. It also serves as a foundation for designing preventive interventions that enhance resilience, improve mental health, and support holistic development among young people.

OBJECTIVES OF THE STUDY

- i. To study the extent and causes of mobile and substance addiction among adolescents and youth.
- ii. To analyze the importance of life skills education in developing psychosocial competencies.
- iii. To explore the preventive role of life skills education against addictive behaviors.
- iv. To examine the effectiveness of life skills-based interventions in reducing addiction.
- v. To suggest strategies for integrating life skills education in educational institutions for youth well-being.

METHODOLOGY OF THE STUDY

This study employs a qualitative descriptive research design using primary and secondary data sources. Data were collected from individual case studies of youth in the North-eastern states. Secondary data are collected from peer-reviewed journals, government reports, WHO publications, and other studies. The research study used thematic analysis to investigate patterns in the literature, considering the relationship between life skills education and addiction prevention methods and strategies. In this research, social cognitive theory, self-efficacy theory, social learning theory and problem behaviour theory were employed, and these theories emphasized that individuals develop behavioural control through observation, learning and trust and confidence in their abilities and capacities.

ANALYSIS AND INTERPRETATION OF OBJECTIVES CAUSES OF MOBILE ADDICTION AND SUBSTANCE ADDICTION AMONG THE ADOLESCENTS AND YOUTH

In the present era of digital technology and artificial intelligence, there are multiple factors contributing to addiction among adolescents and youth, not only in India but also in the world.

- i. Peer Pressure: Adolescents and youth may experiment with excessive digital or mobile and substance use to gain social acceptance and popularity, together with social recognition not only in their peer group but also in the digital world.
- ii. Psychological Stress: Youngsters of this time face academic pressure in schools, colleges, and universities, family stress in relationships, and other conflicts and emotional turmoil due to various factors. These issues and factors do lead the youth to have psychological stress in their day-to-day life.

- iii. **Curiosity and Experimentation:** Curiosity, together with experimentation, leads the youth into initial and innocent steps towards addiction. This is very often driven by the human desire to discover new sensations and to alleviate boredom. The first entry point of adolescents into addiction is experimentation, and their brains are often prone to risky behaviours, which start from curiosity to compulsive use. The various steps involved in the process are curiosity, craving, compulsion, loss of control and continued use despite the consequences of negative impacts.
- iv. **Lack of Scoping Skills:** Inadequate facilities and emotional regulations and skills among the adolescents and young people lead them to vulnerability to addiction of all types, particularly to substance and mobile addictions.
- v. **Digital Environment:** The modern era of digitalization and globalization has provided constant internet connectivity, social media, and on-demand entertainment for young people through their mobile devices. These factors are fuelling mobile addiction among adolescents and youth, resulting in addictive behavioural use of phones, reduction of time period with real-world interaction and poor mental health. Addiction to mobile phone usage leads to disruption of sleep, poor physical and mental health, lower academic achievements and performances and so on. **Sussman and Arnett (2014)** illustrated that emotional stress, depression and stress are the major causes of excessive phone addiction and substance abuse among young people.

PREVENTIVE ROLE OF LIFE SKILLS EDUCATION AGAINST ADDICTIVE BEHAVIORS

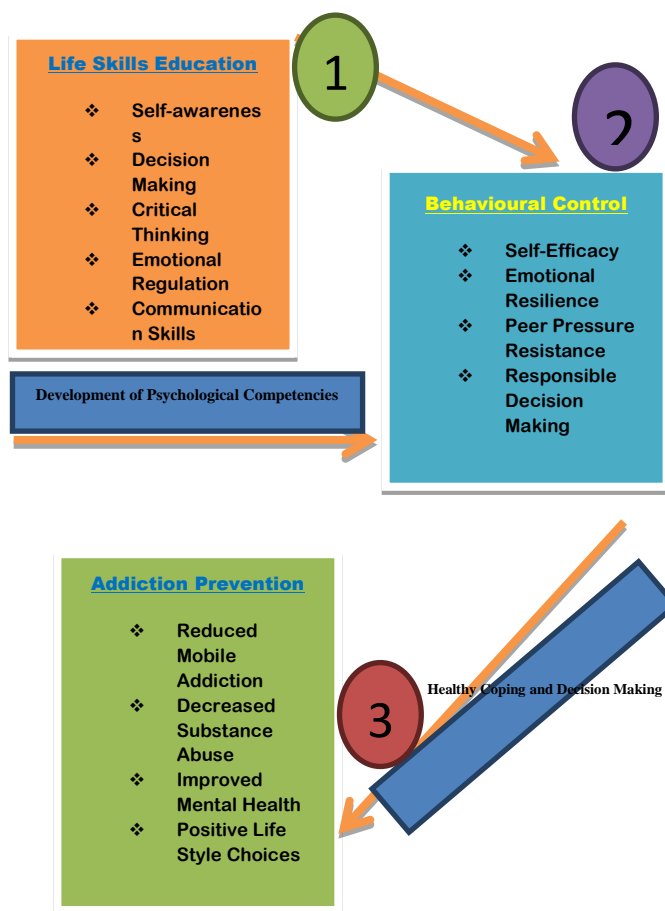
The preventive role of life skills education in addressing addictive behaviors is an important area of exploration. Life skills education equips individuals, particularly adolescents and young adults, with essential abilities such as decision-making, problem-solving, emotional regulation, critical thinking, and effective communication. These skills enable them to cope with daily challenges in a constructive manner and reduce vulnerability to risky behaviors. When individuals learn to manage stress, resist peer pressure, and build self-confidence, they are less likely to seek harmful coping mechanisms such as substance abuse or other forms of addiction.

Furthermore, life skills education promotes awareness about the consequences of addictive behaviors and encourages healthy lifestyle choices. By fostering resilience and improving interpersonal relationships, it helps individuals develop a positive self-image and a sense of responsibility toward their well-being. As a result, life skills education acts as a preventive framework that not only reduces the likelihood of initiating addictive behaviors but also supports long-term personal and social development.

THE IMPACT OF LIFE SKILLS EDUCATION IN PREVENTION OF ADDICTION

- i. Through various mechanisms, life skills education and training play a significant role in the prevention of addiction among the youth and adolescents.
- ii. Life skills education strengthens adolescents and young people to make their decisions carefully and to evaluate the consequences and risks involved in addictive and harmful behaviours.
- iii. Life skills training and education, whether it is short-term or long-term, help youth cope with stress, emotional imbalance, and other substance and digital abuses, and to avoid them as escape mechanisms.
- iv. Life skills education enhances self-confidence and increases self-esteem and self-efficacy, empowering youngsters to resist stress, peer pressure, and life challenges.
- v. Life skills training and education foster healthy social and interpersonal relationships, build better communication skills, and thus lead them to have supportive relationships.
- vi. The education programs and initiatives on life skills encourage youth to use digital media and mobile phones responsibly and train them to better manage their time to prevent mobile and digital addiction.
- vii. Life skills youth initiatives promote problem-solving skills and critical and innovative thinking so that they can be catalysts in solving their own issues and confronting challenges courageously.

Diagram 2: Life Skills Education and Addiction Prevention among Youth



The above diagram illustrates the association between life skills education, behaviour control, and addiction prevention among adolescents and the youth in general. Life skills training, initiatives, and education foster psychological abilities or competencies, namely self-awareness, critical thinking, decision-making, emotional regulation, stress management, and communication skills. The psychological competencies really strengthen and consolidate the behavioural control mechanisms and approaches. The competencies of the youth improved through life skills education and training, resulting in behavioural control and, ultimately, contributing to addiction prevention outcomes such as decreased mobile and digital addiction, reduced substance overuse, healthier lifestyles, and better mental well-being among the youth.

STRATEGIES FOR IMPLEMENTATION OF LIFE SKILLS PROGRAM IN THE EDUCATIONAL INSTITUTIONS

- i. Curriculum integration and Time Allotment: Life skills education can be integrated as core subjects in the academic curriculum and allocated in a weekly time allotment, known as “Life Skills Hour,” to include practical activities such as time management, budgeting, and relaxation and regulation exercises.
- ii. Role-Playing and Experiential Active Learning: Traditional classroom lectures can shift to

experiential learning, leading youth and students to do rather than know, where role-playing becomes a significant strategy in life skills education. Role-playing can reduce stage fright, improve job interview performance, boost self-confidence, and foster self-awareness.

- iii. Group Dynamics and Cooperative Learning: In classrooms or youth programs, teachers can use buzz groups and group projects to foster a sense of team spirit in accomplishing tasks, and teamwork can develop conflict-resolution abilities, enhance skills, and help overcome fear, shyness, and guilt, while also allowing learners to learn from peers.
- iv. Student-Led Initiatives: Student-led initiatives and activities foster responsibility and ownership by providing and supporting student-led projects, such as event planning, school newspapers, and community service activities or projects.
- v. Peer Support and Mentoring: Group work among peers can foster good relationships, confidence, awareness, and other life skills. Peer mentoring and the support system of older students can mentor newer students, younger students, or youth, strengthening them with empathy, communication, and team spirit, and fostering creative and innovative thinking. Group

discussions, joint case studies, and problem-solving skills can be part of the curriculum in schools or colleges.

- vi. Teachers, Parents and Community Participation: Teachers must be trained not only to equip themselves with life skills education, but also to facilitate and foster life skills programs effectively to promote positive behaviour among young people. Along with teachers, parents, community health professionals and leaders need to participate in the youth programs in order to prevent the youth from becoming addicted.

Schools and colleges play a vital role in shaping students' attitudes, behaviours, and overall development. Integrating life skills education into the curriculum, co-curricular activities, and counselling services can help students acquire essential competencies for managing stress, building healthy relationships, and making informed decisions. Teachers can adopt participatory teaching methods such as group discussions, role-plays, and experiential learning to make life skills training more effective. Additionally, organizing workshops, peer education programmes, and awareness campaigns can

further strengthen students' emotional and social development. By embedding life skills education into institutional practices, educational institutions can foster holistic development and promote the overall well-being of youth.

EFFECTIVENESS OF LIFE SKILLS-BASED INTERVENTIONS IN REDUCING ADDICTION

Life skills education focuses on developing essential psychosocial competencies such as decision-making, problem-solving, emotional regulation, communication and stress management. These skills enable individuals to better cope with daily challenges and resist peer pressure, which often contributes to addictive behaviours. By participating in structured life skills programmes, individuals learn healthier ways to manage emotions, handle conflicts and make informed choices. As a result, such interventions can play a significant role in preventing and reducing dependence on substances and excessive mobile use. This objective therefore seeks to understand the extent to which life skills-based strategies promote positive behavioural change and support individuals in leading balanced and addiction-free lives.

EXECUTIVE SUMMARY OF CASE STUDIES

TABLE 1: SUMMARY OF CASE STUDIES

Case Studies	Addiction Type	Population	Key Interventions	Duration	Major Findings
Case Study 1	Smart phone addiction	College Students aged between 18 – 21 years of age	Time management, self-awareness, emotional regulations	8 weeks	Smartphone usage reduction and academic performance improved.
Case Study 2	Alcohol Experimentation	High School Students aged between 15 to 17 years of age	Peer pressure resistances, and communication skills	6 weeks	Students developed refusal skills and alcohol incidences reduced
Case Study 3	Drug use and tobacco	Rural Youth ranging the age group of 16 to 22	Goal setting, problem solving and stress management	3 months	Participants reported reduced risk behaviour and improved coping
Case Study 4	Mobile gaming addiction	Adolescents ranging between the age group of 13 to 16	Emotional regulation and social interaction skills	8 weeks	Gaming hours reduced and achievement of academic increased.
Case Study 5	Drug Experimentation	University Students	Decision Making, Self-awareness, Stress Management	Orientation programs	Increased awareness and reduced experimentation

FINDINGS OF THE STUDY

- i. Life skills-based interventions were found to be effective in reducing various forms of addiction among adolescents and youth, including smartphone use, substance use and gaming addiction.
- ii. College students who participated in time management, self-awareness, and emotional

regulation sessions showed a noticeable reduction in smartphone usage along with improvement in academic performance.

- iii. High school students exposed to peer pressure resistance and communication skills training developed stronger refusal abilities, which contributed to a decline in alcohol

experimentation.

- iv. Rural youth who received training in goal setting, stress management, and problem-solving reported reduced engagement in risky behaviours such as drug and tobacco use, along with better coping strategies.
- v. Adolescents undergoing emotional regulation and social interaction training demonstrated a significant decrease in mobile gaming hours and an improvement in their academic achievement.
- vi. University students who attended orientation programmes focusing on decision-making, self-awareness, and stress management showed increased awareness about substance use and a decline in drug experimentation.
- vii. The duration of interventions, even when short-term, produced positive behavioural changes, indicating that structured life skills programmes can yield meaningful outcomes within a limited time.
- viii. Life skills education enhanced psychological competencies such as self-control, emotional balance, and responsible decision-making, which contributed directly to addiction prevention.
- ix. Peer interaction and communication-based activities helped participants build confidence and resist social influences that often lead to addictive behaviours.
- x. Overall, the case studies indicate that life skills education acts as a preventive and corrective mechanism by promoting healthier lifestyle choices, improving coping abilities, and reducing dependency on digital devices and substances.

DISCUSSION OF THE RESULT

The findings of the present study align closely with previous research emphasizing the preventive role of life skills education in reducing addictive behaviours among youth. Gilbert J. Botvin (2000) highlighted that structured life skills programs improve decision-making, self-control, and social resistance, which mirrors our case studies where adolescents and university students developed refusal skills and responsible decision-making capabilities. The reduction in substance use, alcohol experimentation, and smartphone overuse reported in the case studies confirms Botvin's assertion that equipping youth with coping strategies mitigates tendencies toward addiction.

Catherine M. Pickett et al. (2012) demonstrated that life skills education enhances emotional regulation and problem-solving, critical for managing peer pressure and compulsive behaviours. Similarly, the current findings show that participants trained in emotional regulation, goal setting, and social interaction not only reduced their screen time and gaming hours but also exhibited improved academic performance. This comparison emphasizes the dual impact of life skills education preventing risky

behaviours while fostering constructive academic and personal outcomes.

The World Health Organization (1997; 2003) identified core life skills self-awareness, critical thinking, stress management as essential tools for reducing health-risk behaviours. The interventions in our study, such as stress management and self-awareness sessions, reinforced these competencies. The observed outcomes, including enhanced self-control and improved coping strategies, validate the WHO's recommendations and demonstrate the applicability of life skills education across cultural contexts, including Indian adolescents and youth, as also supported by Sharma (2016).

Botvin and Griffin (2014) reported a 50–70% reduction in substance use through life skills programs. The current case studies echo similar trends: adolescents and young adults displayed decreased engagement with substances, mobile devices, and gaming, indicating that life skills interventions are effective even in short durations of 6–12 weeks. Singh and Kaur (2015) further emphasized the role of anxiety, family disturbances, and peer pressure as triggers for maladaptive behaviours. Our study observed that life skills training focusing on stress management, peer resistance, and goal setting effectively mitigated these underlying causes, highlighting its preventive utility.

R. S. Singh and P. K. Jain (2019) noted that resilience and self-confidence act as protective factors against addiction. This aligns with our findings, as participants showed increased self-esteem, better emotional regulation, and strengthened interpersonal skills. Peer interaction exercises and role-playing activities contributed significantly to this outcome, supporting the notion that preventive education is more effective than corrective measures after addiction occurs.

Velasco et al. (2019) and Roy et al. (2021) reported that life skills interventions improved self-esteem and reduced destructive behaviours among adolescents and university students. Our case studies reflected similar results: participants exhibited better coping mechanisms, reduced risky behaviour, and increased awareness about the consequences of addictive habits. Notably, the interventions' effectiveness across diverse age groups—from adolescents to university students indicates the broad applicability of life skills education in addiction prevention.

In summary, the discussion confirms that life skills education serves as a comprehensive preventive strategy against both digital and substance addiction. By fostering self-awareness, decision-making, emotional regulation, problem-solving, and social competence, these programs strengthen behavioural control and resilience, thereby reducing the likelihood of engagement in addictive behaviours.

CONCLUSION

Life skills education has emerged as an effective preventive strategy against mobile, digital, and substance

addiction among adolescents and youth. By equipping young people with essential tools to navigate everyday challenges, such programs help reduce the likelihood of developing addictive behaviours and foster healthier lifestyle choices.

Structured interventions that focus on decision-making, emotional regulation, stress management, and interpersonal communication have shown significant impact in curbing addiction. These targeted programs enable adolescents to understand their impulses, manage emotions effectively, and make thoughtful choices, thereby directly addressing the behaviours that often lead to dependency.

Several factors contribute to the onset of addiction among youth, including peer pressure, curiosity, psychological stress, and extensive exposure to digital environments. Life skills education proactively tackles these risk factors by teaching coping strategies, enhancing awareness, and promoting responsible digital habits, which collectively reduce vulnerability to addictive tendencies.

Even short-term interventions, typically spanning six to twelve weeks, can produce measurable improvements in self-control, coping mechanisms, and responsible behavioural decision-making. These relatively brief yet focused programs demonstrate that consistent guidance and practice can have lasting positive effects on adolescent behaviour.

Participation in life skills training also nurtures resilience, self-confidence, and problem-solving abilities among youth. These qualities act as protective buffers against addiction, helping individuals navigate challenges without resorting to harmful habits, and encouraging a sense of personal agency in their lives.

Finally, integrating culturally relevant life skills education into schools and universities is essential. Such programs not only promote mental well-being but also contribute to academic success and overall personal development, ensuring that young people are better equipped to thrive both socially and emotionally in a rapidly evolving world.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- i. Educational institutions should incorporate life skills education as a core subject, allocating dedicated time for practical sessions such as stress management, emotional regulation and digital literacy.
- ii. Role-playing, simulations, and problem-solving exercises should be emphasized to foster self-awareness, peer resistance and confidence in real-life scenarios.
- iii. Older students or trained peer mentors can guide younger adolescents, promoting empathy, communication skills, and positive behavioural modelling.
- iv. Collaboration with parents, community leaders, and mental health professionals enhances the

effectiveness of life skills programs and reinforces healthy habits outside school.

- v. Programs should address responsible mobile and internet usage, time management, and the consequences of digital addiction.
- vi. Regular assessment of students' behavioural changes, academic performance, and coping strategies can help refine life skills interventions and maximize their preventive impact.
- vii. Life skills education should be adapted to local cultural contexts to ensure its effectiveness and relatability for youth in different regions, including India.
- viii. Life skills initiatives contribute not only to addiction prevention but also to emotional intelligence, social competence, and long-term personal growth among adolescents.

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