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**THE DISCUSSION ON THE IMPACT OF LIFE SKILLS INSTRUCTION  
ON PARAMEDICAL  
STUDENTS' MENTAL HEALTH AND SELF-ESTEEM IN KARNATAKA**

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**Mrs. Sandhya<sup>1</sup> & Dr. Preeti Chauhan<sup>2</sup>**

*<sup>1</sup>Ph.D. Research Scholar, Department of Nursing, Shri JJTU, Rajasthan, India*

*<sup>2</sup>Professor & Research Guide, Department of Nursing, Shri JJTU, Rajasthan, India*

*Corresponding Author – Mrs. Sandhya*

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**Abstract:**

*This research paper includes valuable aspects regarding the effects of life skills and their importance in mental health development among paramedical students of Karnataka. Crucial information regarding different types of life skills available for the students is described and analysed in this paper. This research has also included valid information regarding the process that the Karnataka government follows to manage its student's mental health.*

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**Keywords:** *Mental Health, Academic Performance, Stress, Life Skills, Problem Solving.*

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**Introduction:**

Life skills are essential for students to develop and maintain good mental health. Life skills are abilities that help individuals navigate through daily life and overcome various challenges that they may encounter. Developing life skills enables students to build resilience and coping strategies that help them manage stress, anxiety, and other mental health issues. Life skills like problem-solving enable students to approach situations in a logical and practical manner. By learning to identify problems and generate solutions, students can feel more in control of their lives and reduce feelings of helplessness or overwhelm. Paramedics often encounter complex situations that require quick

decision-making and problem-solving skills. They need to assess a situation, identify the problem, and implement an appropriate solution. This paper evaluates the effects of life skills guidelines and measures for the positive mental health of paramedical students in Karnataka.

**Aim and Objectives:**

**Aim**

This research aims at evaluating the impacts of life skills instruction on the mental health of the Karnataka's paramedical students.

**Objectives**

- To analyse different types of life skills that impact mental health
- To determine the most appropriate life skills for developing mental

health conditions of the paramedical students of Karnataka

- To evaluate the applicability of life skills among the paradoxical student's mental health in Karnataka
- To identify the barriers to applying life skills among the paramedical students in Karnataka

### Significance of the Research:

This research is quite significant as it includes valuable theoretical aspects of the importance and scope of life skills application among the paramedical students of Karnataka, India. This research also contains valuable information that are collected from authentic sources regarding students' mental health and life skills enhancement during their coursework.

### Literature Review:

Developing life skills can be an important aspect of maintaining good mental health for students. These skills help students manage and cope with difficult emotions and situations. Coping skills include mindfulness meditation, deep breathing, exercise, talking to a friend, or engaging in a hobby (Nasheeda *et al.* 2019). These skills help students identify problems, generate possible solutions, and evaluate the outcomes. Developing problem-solving skills can help students feel more in control of their lives and better equipped to handle challenges. Below is the model of Karnataka government that is followed for practising mental health management.

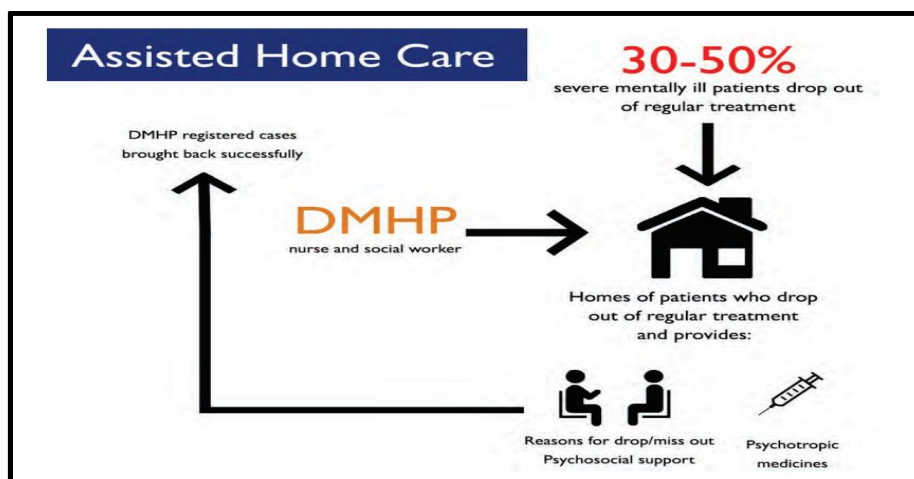


Figure 1: Model of Karnataka for Mental Health practices (Source: chdgroup.org, 2019)

Being able to communicate effectively with others is important for maintaining positive relationships and

resolving conflicts. Communication skills include active listening, expressing oneself clearly and respectfully, and nonverbal

communication. Taking care of oneself physically, emotionally, and mentally is essential for good mental health. Self-care skills include getting enough sleep, eating well, exercising, engaging in enjoyable activities, and taking time to relax and recharge (Pradeep *et al.* 2022). In the previous literature, it has been determined that effective time management skills help students balance their academic, personal, and social responsibilities. These skills include prioritizing tasks, setting goals, and creating a schedule. Stress is a common part of life, and learning how to manage stress can help students avoid the negative effects of chronic stress. Stress

management skills include relaxation techniques, time management, and coping strategies (Akbari & Malagi, 2019). As students develop life skills, they gain a sense of mastery and accomplishment. This can lead to increased self-esteem and confidence in their ability to handle challenges. Life skills, such as mindfulness meditation or deep breathing, can help students manage difficult emotions and cope with stress. By having effective coping skills, students can better manage their mental health and avoid negative consequences associated with chronic stress.



*Figure 2: Involvement of non-Governmental organisations for assessing the mental health of the paramedical students (Source: chdgroup.org, 2019)*

Good communication skills can help students build positive relationships with others, which can improve their mental health and overall well-being (Frey *et al.* 2019). Effective communication can also help students resolve conflicts and

avoid misunderstandings. In terms of speaking about the applicability of life skills, it can be said that students can apply life skills to improve their academic performance, such as time management skills for better study habits, problem-

solving skills to tackle complex assignments, and communication skills to work collaboratively with peers. In terms of analysing the applicability of life skills among the students of Karnataka, it has been determined that civic responsibility, community service, and advocacy can help students become active and engaged members of their communities, contributing to positive social change (Ravindranath *et al.* 2022).

#### **Method:**

In this research, the secondary qualitative research method has been applied in terms of collecting essential information from valid secondary sources. This secondary qualitative research method has been beneficial in terms of supporting the entire research with authentic and relevant information which are already peer-reviewed. Therefore, conducting a strong discussion based on the collected valid information was easy (Heaton *et al.* 2021). Most of the information has been collected from Google scholar, authentic books, newspaper articles, ProQuest and other authentic source. The proper authenticity of the source of information has been verified before collecting information from those sources. Proper ethical considerations have been maintained in the

research at the time of conducting this entire research.

#### **Result and Discussion:**

Paramedical students may face high academic pressure due to the demands of their courses and clinical rotations. To cope with this, they can practice effective time management, break down their work into manageable tasks, and seek academic support from peers or faculty when needed. Working in healthcare can be emotionally challenging, and paramedical students may encounter stressful or traumatic situations that can impact their mental health (Srividya *et al.* 2019). It is important for them to seek support from peers, mentors, or mental health professionals when needed, and practice self-care activities such as exercise, mindfulness, or hobbies. Paramedical students may struggle to balance their academic and clinical work with their personal and social lives (Sukumar *et al.* 2022). They can prioritize self-care activities, set boundaries for their time and energy, and seek support from family and friends. Therefore, these are areas where the life skills of the paramedical students of Karnataka can be applied.

**Conclusion:**

It can be concluded that there is a scope and necessity as well in Karnataka paramedical educational sector to apply life skills for managing the mental health of the students. Application and maintenance of life skills in this state are important for enhancing the resilience capacity of paramedical students. In addition, the development of the academic performance of this student is also possible by developing the usability of life skills among the students. However, implementation of effective policies in this context is equally important.

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