

Study of Awareness Towards Life Skill Education among Secondary-level Students

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Abstract: The concept of life skills is related to the way of life that emphasises the mutual exchange of knowledge, attitudes, and interpersonal skills in education. Its objective is to develop diverse skills among students and prepare them to face life's challenges with determination. The World Health Organization has defined life skills as "the positive behaviours and tendencies that enable a person to adapt in day-to-day life." Life skills are the abilities that enable a person to adapt and exhibit positive behaviour, allowing them to deal effectively with the problems and challenges of daily life. Life is a unique gift. Therefore, by equipping life with various skills, happiness, peace and prosperity are created. In this research, with the objectives of the study in mind, an analytical examination of life skills among secondary-level students has been conducted. This research study examines the effects of living conditions, gender, and social class on students' life skills and presents the findings. Future researchers can build upon this, and other factors affecting the research can also be explored.

Keywords: Education System, Life skills, School Students, Secondary Level.

1 INTRODUCTION

The human mind is curious and active, and experimentation is the mother of progress. Today, development is visible everywhere [1]. It is the result of continuous research. Similarly, education is also a dynamic process, the purpose of which is to transmit knowledge acquired by one generation to the next. Without delving into the semantic complexities of the word 'skill', generally, what is meant by 'skill' is the personal expertise that one uses in daily life, as well as in educational settings. Holding a pen is a simple skill, whereas playing cricket is a complex skill [2]. The skill of walking develops naturally, whereas the environment plays a significant role in the development of the skill of speaking. Skills such as a football player rolling a ball or a driver driving a bus are developed through practice. In contrast, other skills, such as logical thinking and creative expression, are developed through perception and reflection [3].

Life skills are the abilities that enable a person to adapt and exhibit positive behaviour, allowing them to deal effectively with the problems and challenges of daily life. Life is a unique gift. Therefore, by equipping individuals with various skills, happiness, peace, and prosperity can be created in life. The work of the education world is to impart life skills education [4]. Life skills have their unique concept in the education world. Education can make the learner socially useful, nationally valuable, and beneficial to humanity. All-around development of personality can provide meaning to education and schools. The all-around development of personality can lend meaning to education and the school experience [5].

It can instil a sense of belonging to home, family, society, nation, and the world, give practical form to acquired knowledge, and provide the ability to understand and overcome life's struggles. Instead of getting scared of life's obstacles and running away like a coward, they can face them wisely. Life skills education enables individuals to develop coordination and balance in response to the stresses, emotions, and sensations associated with life through the acquisition of knowledge, introspection, reflection, and creativity [6]. Life skills education brings promising changes in communication and interpersonal relationships. Problem-solving, wise decision-making, initiative, and efficiency are among the key skills that life skills education emphasises. The loneliness of life is filled with creative work that provides satisfaction, not with the glamor of materialism. Life skills education involves developing self-awareness, considering the perspectives of family and society, and the ability to make informed decisions after careful consideration and reflection.

2 NEED FOR AND IMPORTANCE OF RESEARCH ON LIFE SKILLS

Life skills education is essential for human development as it enables individuals to navigate personal and societal challenges effectively. Unlike other creatures that acquire their abilities instinctively, human beings rely on language, reasoning, and learned experiences to develop essential competencies. However, the mere potential for these abilities does not guarantee their acquisition. Without proper guidance and structured learning, human infants lack even the fundamental skills necessary for survival. This highlights the crucial role of life skills education in promoting personal and social development [7].

In the modern era, traditional education systems have been increasingly supplemented by technological advancements. While contemporary students demonstrate higher levels of skill and intelligence, reports of stress-related issues among young children have also become more prevalent. The limitations of subject-based curricula should not constrain educators; instead, they should serve as opportunities to integrate practical applications that enhance students' ability to cope with real-life situations.

A holistic approach to education, one that incorporates life skills alongside academic learning, can better prepare students for the complexities of life. Adolescence represents a crucial stage of physical, cognitive, and social development. This period requires structured support to promote positive thinking, adaptability, and emotional resilience. Life skills education plays a vital role in this regard by fostering problem-solving abilities, decision-making skills, and self-awareness. Furthermore, it contributes to youth reproductive and sexual health education, emphasizing responsible behavior and informed decision-making. By equipping students with these competencies, life skills education empowers them to manage everyday challenges effectively and supports their overall well-being [8]. Given the significance of this subject, the present study aims to evaluate the awareness of life skills education among secondary-level students. The research seeks to investigate students' understanding of these essential skills and assess their impact on personal and academic development [9].

The objectives of the research are:

- To investigate the awareness of life skills education among secondary school students.
- To investigate the awareness of life skills education among secondary school students, categorised by gender.
- To investigate the awareness of life skills education among secondary-level school students, with a focus on regional differences.
- To investigate the awareness of life skills education among secondary school students based on their level of intelligence.
- To study the awareness of life skills education among students from backward, Dalit, and general classes studying in secondary-level schools.
- To investigate the correlation between intelligence level and awareness of life skills education among secondary school students.

3 REVIEW OF RELATED LITERATURE

According to B. Sánchez-Hernando *et al.*, a positive and significant correlation exists between life skills and students' academic achievement [10]. In 2024, M Vemula *et al.* studied the perception of students, teachers and parents towards the subject of life skills applied at the secondary level [11]. Due to this, the students' opinions about Life Skills Education were found to be overwhelmingly positive, with a generally positive response to any post. However, a less favourable opinion was not found in any of the posts.

Anu Balhara *et al.* conducted a comparative study of the acquisition of life skills among secondary-level students in the science, commerce, and arts streams, encompassing total life skills and their dimensions: self-awareness, empathy, interpersonal relationships, effective communication, critical thinking, creative thinking, and decision-making [12]. Cheng explores life education in China through intergenerational learning involving primary school students and older adults [13]. The study highlights the benefits of collaborative teaching models in enhancing emotional, social, and knowledge-based interactions, ultimately promoting human happiness and better educational policies.

Basak and Moitra examined the impact of life skills training on self-esteem and self-perception among street children in Kolkata, India [14]. A pre-and post-test method on 20 adolescents revealed significant improvements in self-esteem and several domains of self-perception, emphasising the program's effectiveness across genders. Wang *et al.* evaluate the learning effectiveness of CPR and AED training among adolescents and adults [15]. The study finds that 12-year-old students performed similarly to adults in CPR skills after a 90-minute course, supporting the inclusion of early CPR education in schools.

Khoramaki *et al.* investigate the impact of social skills training on self-efficacy in female primary school students [16]. The study reveals significant improvements in self-control, empathy, and cooperation following a 12-session program, although parental perspectives on these improvements showed no strong correlation. Seal assesses the effectiveness of a life skills training (LST) program in preventing tobacco and drug use among Thai high school students [17]. The intervention group demonstrated higher knowledge levels and improved decision-making and refusal skills, confirming the program's positive impact. Bouck examines life skills training for students with intellectual disabilities (ID) and finds that many students, especially those with mild ID, receive little training both in and out of school [18]. The study calls for creative approaches to integrating life skills into educational policies. Huang *et al.* evaluate a drug-use prevention program that incorporates life skills and the theory of planned behavior among Taiwanese junior high school students [19]. The experimental group demonstrated significant improvements in life skills, attitudes, and behavioral control, indicating the program's effectiveness compared to conventional teaching methods.

The reviewed studies collectively highlight the positive impact of life skills education across various domains, including self-esteem, social competence, decision-making, and behavioral regulation. Notably, interventions targeting adolescents demonstrate significant improvements in emotional resilience, self-efficacy, and critical thinking. Programs such as intergenerational learning and early CPR training underscore the potential of innovative pedagogical approaches in skill development. Additionally, studies emphasise the need for structured training programs tailored to specific populations, such as students with intellectual disabilities, where traditional education often falls short.

Future research should investigate the longitudinal effects of life skills training to assess the retention and practical application of acquired competencies in real-world settings. Moreover, integrating digital tools and gamified learning experiences may enhance engagement and scalability. Cross-cultural comparisons could further refine pedagogical models by identifying universally effective strategies and context-specific adaptations. Expanding collaborations between educators, psychologists, and policymakers will be crucial in developing comprehensive frameworks that maximise the lifelong benefits of life skills education.

4 RESEARCH HYPOTHESIS

The following hypothesis was considered in this research work.

- There is no significant difference in the awareness of life skills education among students studying in secondary-level schools.
- There is no significant difference in the awareness of life skills education between rural and urban students studying in secondary-level schools.
- There is no significant difference in awareness of life skills education among students of varying intelligence levels in secondary-level schools.
- There is no significant difference in the awareness of life skills education among students from the backward class, Dalit class, and general class studying in secondary-level schools.
- There is no significant correlation between the intelligence level of students studying in secondary-level schools and their awareness of life skills education.

5 RESEARCH METHOD AND SAMPLING

In the presented research, the researcher used the survey method to study the awareness of life skills education among secondary-level students. In the presented research, the sample was selected using an appropriate random method. Secondary-level students from rural and urban areas of Jaipur district, Rajasthan, have been chosen as the sample. Of the 100 government school students, 50 are from rural areas and 50 from urban areas. In this study, 25 male and 25 female students were included among the 50 rural students. Out of 50 urban students, 25 boys and 25 girl students have been included. A life skills scale was created to conduct the study. In the presented research, statistics were used to know the mean, standard deviation, correlation, t-value and Fvalue.

5.1. Key Findings

The conclusions of this research work have been obtained based on the set objectives and hypotheses-

1. *The awareness of life skills education of the students studying in Secondary level schools was found in the following manner*

In the Student Life Skills Scale, out of the total ten dimensions related to life skills, 26 percent of the students expressed a dislike for 'always'. Forty-eight percent of students have expressed their opinion on 'Mostly'. Twenty-one percent of students have expressed their opinion 'sometimes'. Three percent of students have expressed their opinion as 'significantly less'. Two percent of students have expressed their opinion as 'never'.

The dimensions of life skills education for students in secondary-level schools include interpersonal relationships, creative thinking, critical thinking, self-awareness, coping with emotions, effective communication, problem-solving, decision-making, and stress management. Awareness of empathy was found.

2. *Gender-wise awareness of life skills education among the students studying in Secondary level schools was found in the following manner:*

No significant effect of gender difference was found on the total score of the life skills scale for secondary-level students, regardless of gender. No significant gender difference was found in the life skills scale dimensions of creative thinking, critical thinking, self-awareness, coping with emotions, effective communication, problem-solving, stress management, and empathy scores among male and female secondary-level students.

A significant effect of gender difference was found on the dimensions of the Interpersonal Relationship Life Skills Scale for secondary-level students.

3. *Awareness of life skills education according to regional differences of students studying in Secondary level schools-*

No significant difference was found in the total score of the Life Skills Scale between rural and urban secondary-level students. There is no significant difference in the effects of residence on all dimensions of the life skills scale between rural and

urban secondary-level students, including interpersonal relationships, creative thinking, critical thinking, self-awareness, coping with emotions, effective communication, problem-solving, stress management, and empathy. Found.

4. The awareness of life skill education according to the intelligence level of the students studying in Secondary level schools was found in the following manner -

No significant effect of intelligence level was found on the total life skills score of Secondary level students. No significant effect of intelligence level was found on the dimensions of the Total Life Skills Scale for secondary-level students, including creative thinking, critical thinking, self-awareness, coping with emotions, effective communication, problem-solving, decision-making, stress management, and empathy. A significant effect of interpersonal relationships was found on the first dimension of the Total Life Skills Scale for secondary-level students.

5. The awareness of life skills education of backward class, Dalit class and general class students studying in Secondary level schools was found in the following manner -

No significant difference was found among the total life skills scale scores of secondary-level students across different classes. No significant effect of other classes was found on the total life skills scale of secondary-level students in terms of the dimensions of creative thinking, critical thinking, self-awareness, coping with emotions, effective communication, problem-solving, decision-making, dealing with stress, and empathy. A significant effect of different classes was found on the first dimension, 'interpersonal relations', of the life skills scale of secondary-level students.

6. The correlation between the intelligence level of the students studying in Secondary level schools and the awareness towards life skill education was found in the following manner –

The total life skill education scores of students studying in secondary-level schools are related to the dimensions of life skill education, including interpersonal relationships, creative thinking, critical thinking, self-awareness, coping with emotions, effective communication, problem-solving, and decision-making. A positive correlation was found between dealing with stress and empathy. The dimensions of the Mental Level Life Skills Scale encompass total life skills education, interpersonal relationships, creative thinking, critical thinking, self-awareness, coping with emotions, effective communication, problem-solving, decision-making, stress management, and positive cooperation through empathy. A relationship was found. A significant negative correlation was found between interpersonal relationships and struggles in managing emotions.

6 SUGGESTIONS FOR FUTURE RESEARCH

Based on the limitations and findings in this paper, the following suggestions are suggested for future research.

- A comparative study of life skills can be done between higher secondary and secondary-level students.
- An analytical study of the life skills of the trainees can be conducted.
- A comparative study of life skills can be conducted among teachers, parents, and students.
- The positive attitude towards life skills of students of government and non-government schools can be studied.

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ETHICS STATEMENT

This study did not involve human or animal subjects and, therefore, did not require ethical approval.

STATEMENT OF CONFLICT OF INTEREST

The authors declare no conflicts of interest related to this study.

LICENSING

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