

Attitude of Teachers towards the Need for Developing Life Skills among Secondary School Students

Dr. T. Sharon Raju¹, Harini Peta^{2*}

ABSTRACT

The term, “Life Skills” refers to a group of interpersonal skills, which can help an individual to make important decisions in life. Beyond reading, writing and arithmetic, a child needs to develop a broad set of competencies - cognitive, social and practical skills to face the challenges of the competitive world confidently. Life skills are the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. The World Health Organization (WHO) identified a core set of life skills such as Self-awareness, Empathy, Problem solving, Decision making, Goal setting, Critical thinking, Creative thinking, Effective communication, Assertiveness, Coping with stress and emotions. These skills are pivotal to lead a healthy and peaceful life. They help people develop the right attitude to think smartly, act wisely and live consciously. As teachers are the key functionaries of the educational process, there is an urgent need to develop in them a positive attitude and right perceptions towards life skills education. They are required to develop necessary competencies in developing life skills among their students. The present study is an attempt to explore the attitude of teachers towards developing 21st century life skills among secondary school students. The present study used Descriptive survey method of research. The investigator used a well prepared and standardized questionnaire with 40 items as the tool for collection of data from a sample of 500 teachers (80 Headmasters and 420 School Assistants) working in 80 selected secondary schools located in the rural as well as urban areas in Visakhapatnam district of Andhra Pradesh using Stratified Random Sampling method. Descriptive and inferential statistics were used for analysis of data. The findings of the study revealed that Gender, Marital status, Age, Designation, Experience, Type of school management have no influence on the attitude of teachers towards developing life skills among secondary school students. However, teachers’ professional qualifications and location of the school have a significant positive influence on their attitude. The study suggested that in-service training should be provided for school teachers on life skills education.

Key Words: Life skills education, Secondary School Students, Perceptions, Social skills, Emotional Skills, Adaptive behavior

INTRODUCTION

Education is one of the most powerful instruments of social, economic and cultural transformation necessary for the realization of national goals. It cultivates social, moral and spiritual values among people. It is essential for the economic and cultural development of a country. It helps in the transmission of culture from one generation to the other. It seeks to develop the innate capacities of individuals. It is a potential tool for creating awareness among people and enabling them lead a

¹ Associate Professor; Chairman, BOS in Education (UG) and Head, Dept. of Education, Andhra University, Visakhapatnam, A.P., India

² Research Scholar, Dept. of Education, Andhra University, Visakhapatnam, A.P., India.

***Corresponding author:** Harini Peta

Research Scholar, Dept. of Education, Andhra University, Visakhapatnam, A.P., India.

happy and peaceful life. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement; and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country and the world.

In the entire educational pyramid, the secondary stage of education is said to be very crucial for various reasons. It facilitates occupational and social mobility. It plays an important role in training the youth of the country to take an effective part in understanding nature and its contribution to human living. At this stage, the students are expected to develop certain skills like self-awareness, empathy, critical thinking, creative thinking, problem solving, reasoning, adjustment to the environment, coping with stress and emotions etc. These skills are very much needed by the students to meet the challenges of life. These skills can significantly improve one's quality of life, making an individual more confident, independent and prepared for various situations. They help people develop the right attitudes to think smartly; act wisely; and live consciously. These skills can be termed as 'life skills'. They help people interact well, manage their emotions and make informed decisions for a safe and productive life.

LIFE SKILLS: MEANING AND NATURE

The capability of an individual to perform an activity or a job efficiently is known as 'skill'. A skill is a learned ability to do something well. It represents proficiency in a specific task or activity. The skills that individuals possess to lead a happy and successful life are known as 'life skills'.

'Life skills' can be defined as behavioral, cognitive, or interpersonal skills that enable individuals to succeed in various aspects of life. These skills are also known as 'Psycho-social skills', as they are psychological in nature and include thinking and behavioral processes (Hodge, Danish, & Martin, 2013). Life skills help people interact well, manage their emotions and make decisions for a safe and productive life. The World Health Organization (WHO), 2007 defines *Life skills* as 'the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life'. Life skills are essential for navigating every day challenges; and achieving personal and professional success in life. They help people develop the right attitudes to think smartly, act wisely and live consciously. These skills boost a person's ability to thrive in the fast-paced, virtual world of the 21st century.

BACKGROUND OF THE STUDY

Comprehensive Life Skills programme was first developed in England and later adopted in Canada, Australia and the United States (Botvin & Griffin, 2014). Life skills education then spread globally since its introduction in mid-1980s. In United Kingdom, life skills initiative was set up to counter young people's social problems like alcoholism, drug abuse, sexual abuse and juvenile delinquency (Christian, 2015). In U.S.A, Life skills programme, was modeled for prevention of substance abuse and Violence; while in Mexico, Cuba and Brazil, it was on prevention of adolescent pregnancy and irresponsible sexuality (Cornstem & Hunkins, 2010). In Thailand, the motive of life skills education was on prevention of rampant HIV and AIDS (Aparna, 2011). The areas it address are challenges of social norms and behaviors, providing young people with options for positive behavior and encourages the development of self-esteem, confidence and informed decision making.

CLASSIFICATION OF LIFE SKILLS

There are as many as ten core life skills that are expected to be developed among individuals. These ten life skills are put under three major categories, viz., Social skills, Thinking skills and Emotional skills. These three major categories of life skills can be represented diagrammatically as shown below.

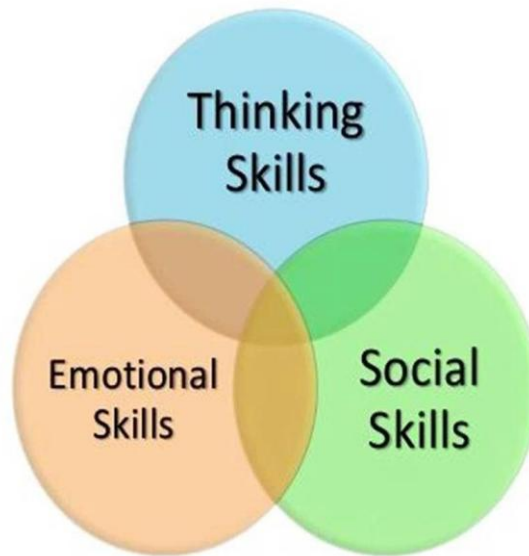
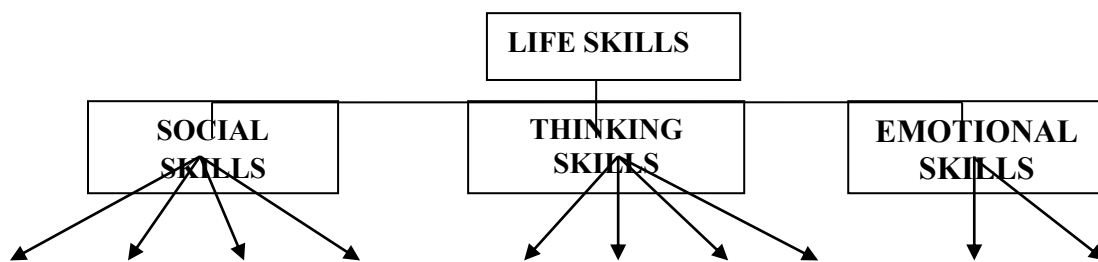


Fig.1: Major categories of Life skills

The above three major life skills are further classified into ten core life skills as represented below:



Self-awareness Empathy Effective communication Interpersonal relationships Creative thinking Critical thinking Decision making Problem solving Coping with stress Coping with emotions

Fig. 2: Classification of Life skills

THE CONCEPT OF 'LIFE SKILLS EDUCATION'

Life skills education is the kind of education focused on equipping individuals with the practical abilities and mental tools needed to navigate everyday life effectively. It goes beyond traditional academic subjects to cultivate skills like critical thinking, problem-solving, communication, and emotional regulation, ultimately aiming to improve overall well-being and prepare individuals for various life challenges.

Learning life skills will enable people to make informed decisions, solve problems, think creatively and critically, communicate effectively, empathize with others, cope with problems and manage their lives in a healthy and productive manner. Thus, life skills education can be seen as an instrument for empowering people.

According to UNICEF, "Life skills education is crucial for helping young people handle challenges and risks in their lives and to actively participate in society". Life skills education promotes mental well-being in young people and equips them with the competencies required to face the realities of life. By supporting mental well-being and behavioral preparedness, life skills education equips individuals to behave in a pro-social ways; and it is additionally health giving. Life skills development can also be seen in the context of training young minds for livelihood. Learning life skills will enable people to make informed decisions, solve problems, think creatively and critically, communicate effectively, empathize with others, cope with challenges and manage their lives in a

healthy and productive manner. Thus, life skills education can be understood as an instrument for empowering people in every aspect of human existence. Life Skills training is an effective tool for empowering the youth to overcome such behavior, act responsibly, participate in service activities, develop leadership qualities, think critically and creatively; and make wise decisions in life.

IMPORTANCE OF LIFE SKILLS EDUCATION FOR STUDENTS IN SECONDARY SCHOOLS

Life skills education is very important for students as it equips them with practical abilities for personal well-being, social competence and long term success such as communication, problem solving and emotional management. These skills improve academic performance, build self-confidence and help students navigate the challenges of both their academic and personal lives, preparing them for future careers and independent living.

The following are some of the advantages of Life Skills Education for students.

Life Skills Education -

- (i) **Enhances Personal Development:** Life skills such as self-awareness, emotional regulation, and effective communication help students develop into well-rounded individuals.
- (ii) **Prepares for Future Challenges:** In today's fast-changing world, students must be able to handle stress, solve problems and make responsible decisions. Life skills education enables them cope with such problems and take proper decisions in times of need.
- (iii) **Encourages Positive Social Behavior:** Skills like empathy, teamwork, and conflict resolution promote healthy relationships and reduce behavioral issues.
- (iv) **Boosts Academic Success:** Critical thinking, time management, and goal-setting contribute to better academic performance.
- (v) **Promotes Mental and Emotional Well-being:** Coping skills help students deal with anxiety, peer pressure and difficult situations effectively.
- (vi) **Equips for Career Readiness:** Skills such as financial literacy, leadership and adaptability prepare students for higher education and the workforce.
- (vii) **Develops independence:** Life skills education helps students take charge of their decisions and become responsible adults.
- (viii) **Encourages Ethical Decision-Making:** Life skills education instills values like honesty, respect and accountability among students.
- (ix) **Prepares for Real-world Situations:** From managing finances to resolving conflicts, these skills are practical for daily life.
- (x) **Improves Communication and Collaboration:** Life skills education is essential for team work, friendship and professional growth.
- (xi) **Fosters Lifelong Learning:** Encourages curiosity and adaptability, ensuring continuous self-improvement.

Incorporating life skills education in secondary schools ensures that students are not just academically proficient; but are also capable of handling life's complexities with confidence and competence.

LIFE SKILLS EDUCATION AS ENVISIONED BY NEP-2020

The National Education Policy (NEP)-2020 emphasizes life skills education, focusing on developing cognitive, social, emotional and behavioral competencies for personal well-being and professional success, including skills like critical thinking, creativity and communication.

The following are some of the key aspects of Life Skills Education as envisioned by National Education Policy (NEP)-2020:

- (i) **Holistic Development:** NEP-2020 aims to move beyond rote learning and focuses on developing well-rounded individuals equipped with 21st-century skills.

- (ii) **21st Century Skills:** The policy emphasizes the importance of skills like critical thinking, creativity, communication, collaboration, and problem-solving.
- (iii) **Learner-Centric Approach:** NEP-2020 advocates for experiential learning, project-based learning, and competency-based assessments.
- (iv) **Teacher Training:** The policy recognizes the crucial role of teachers in fostering life skills and emphasizes the need for teacher training programmes.
- (v) **Life Skills 2.0:** UGC has introduced a Life Skills curriculum (Life Skills 2.0) aligned with NEP-2020, focusing on both personal and professional excellence, with modules designed to foster critical thinking, communication, teamwork, and leadership.
- (vi) **Curriculum Integration:** NEP-2020 emphasizes the integration of life skills into the curriculum, with a focus on developing skills like financial literacy, digital literacy, and commercial skills. Further, the policy emphasizes integrating life skills education across all levels of schooling, from early childhood to higher education. It aims to make these skills a core part of the curriculum rather than treating them as separate or optional subjects.
- (vii) **Global Challenges:** NEP-2020 recognizes the importance of preparing students for the jobs of the future, which will require a combination of technical skills, problem-solving abilities, and creativity.
- (viii) **Early Childhood Education:** NEP-2020 emphasizes the importance of Early Childhood Care and Education (ECCE) in building life skills like creativity and critical thinking.
- (ix) **Focus on "How to Learn":** The policy suggests shifting the focus from rote memorization to developing the ability to learn, adapt, and absorb new material.
- (x) **Universal Human Values:** The Life Skills curriculum emphasizes the importance of universal human values, justice, and human rights.
- (xi) **Equitable and Inclusive Education:** NEP-2020 stresses the need for inclusive education that imparts life skills to all students, including those from disadvantaged backgrounds. It highlights the importance of socio-emotional learning as part of a well-rounded education.
- (xii) **Technology Use and Integration:** NEP-2020 highlights the role of technology in enhancing life skills education, ensuring that students are equipped with digital literacy and other essential skills for the 21st century.

By incorporating life skills into various aspects of the education system, National Education Policy (NEP)-2020 aims to ensure that students are not only academically proficient in their school programme; but also capable of navigating life's challenges effectively and efficiently.

REVIEW OF RELATED STUDIES

A review of research studies carried out earlier by the other researchers in the field of life skills education has been conducted by the researchers; and a brief summary of the studies is provided below.

Anirudh Tagat et al. (2025) conducted a study on the impact of life skills education on socio-emotional development and school-related outcomes among adolescents in India with the theoretical background of the 'Magic Bus India Foundation (MBIF) Life Skills program', known as the 'Childhood to Livelihood (C2L) program' that aims to build life skills among adolescents aged 11 to 15 years. This three-year program focuses on education, gender equality, and socio-emotional skills development. The study evaluates both short-term and long-term impacts of the program on school-related outcomes and socio-emotional skills, providing insights into its effectiveness across multiple sites in India.

Data were collated from five study sites with a pre-post cohort research design. Baseline data were collected at the start, midline data at 18 months, and endline data at three years. The study used harmonized data across projects, with a sample of 1898 children for short-term analysis and a larger sample of 5582 children for longterm analysis. The empirical strategy involved panel data analysis

using multiple linear regression models to evaluate program effects on outcomes such as school attendance, self-efficacy, resilience, and gender attitudes.

The results of the study revealed that the short-term analysis showed significant improvements in school attendance, aspirations, and socio-emotional skills among participants. On average, the C2L improved egalitarian gender attitudes by 0.6% points and perceived self-efficacy by 4% points in the short-run. Over the long-term, there was an average increase of 2.5 points in perceived self-efficacy, 1.1 points on resilience, and 0.45 points in egalitarian gender attitudes.

Anu Balhara & Rajkumari (2023) conducted a study to examine the life skills in relation to self-esteem of higher secondary school students. The sample of the study consists of 100 higher secondary school students (50 boys and 50 girls) of Government Schools affiliated to BSEH in Sonipat district in Haryana. The study found that there is low positive correlation between self-esteem and life skill among higher secondary school students. Further, it is inferred that the higher the life skills among higher secondary school students, the higher their self-esteem will be. The study also revealed that there is no significant difference in the level of self-esteem of boys and girls in higher secondary schools. Further, the study revealed that there is no significant difference in the level of life skills among boys and girls in higher secondary schools.

Sanjay Dey et al. (2022) conducted a study to assess the status of life skill education among adolescents and to identify which life skills are the most necessary to overcome the educational delays. The study was conducted among various higher secondary school students in Bihar, Chhattisgarh and Madhya Pradesh. The data were collected using pre-tested questionnaire and analyzed using t-test, one-way ANOVA, and Chi-square test. The mean age of the study population was 16.46 ± 1.04 , with a minimum age of 14 and a maximum of 18. More than half of the adolescents have a medium level of life skills (52%). 25.7% have a high level of life skills and 22% have a low level of life skills. Life skills education enables the students to make knowledgeable and reasonable decisions about their life. It enhances a person's ability to meet social goals and demands while assisting them in dealing with a variety of scenarios. Instilling training through life skills education will help adolescents in overcoming challenges in life.

Bushra Mairaj & Najmonisa Khan (2021) conducted a study to investigate the perceptions of teachers about life skills education in public sector elementary schools. The study was conducted using qualitative interviews from twelve elementary school teachers of two public schools in Karachi, where life skill education is being taught. The sample was selected using convenient sampling technique. The data were collected using semi-structured interviews. Thematic analysis was used for data analysis. The findings of the study revealed that teachers are aware and have a positive attitude towards life skills education. All teachers spoke in favor of life skills education and considered it as the crucial and most essential aspect of education in the life of a child. It was felt by the researchers that if teachers are to perform their functions effectively and efficiently, it becomes imperative for them to require training in new skills and modern methodology. The study concludes that teachers considered the teaching of Life Skills Education as an important subject to be taught in elementary classes.

NEED FOR THE PRESENT INVESTIGATION

Life skills education is very crucial for the students of secondary schools, as it equips them with the knowledge, attitudes, and abilities necessary to navigate the challenges of everyday life. These skills go beyond academic learning, helping students build resilience, adaptability, and confidence. Life skills such as self-awareness, emotional regulation and effective communication help students develop into well-rounded individuals. In today's fast-changing world, students must be able to handle stress, solve problems and make informed decisions. Skills like empathy, teamwork and conflict resolution promote healthy relationships and reduce behavioral issues among secondary school students. Coping skills help the students overcome the problems of stress, anxiety and depression. It is the need of the hour to develop in the students necessary life skills in order to make them face the challenges of life in the 21st century.

Teachers play a pivotal role in developing social, thinking and emotional skills among their students. It is the responsibility of the teachers to make life skills education an integral part of school curriculum. The teachers should possess a positive attitude towards developing life skills among their students. In this context, it is felt by the researcher to conduct a study on the attitude of teachers towards the need for developing life skills among the students in secondary schools. The study takes into its purview the influence of certain demographic variables viz., gender, marital status, age, designation, professional qualification, teaching experience, location of the institution and type of school management on the attitude of teachers towards the need for developing life skills among the students in secondary schools.

From the literature review, it is understood that the number of studies conducted on life skills education is very much limited. Hence, it is felt by the researchers to conduct a study on the attitude of teachers towards the need for developing life skills among secondary school students. The present investigation is an attempt in this direction.

OBJECTIVES OF THE STUDY

- (i) To explore the attitude of teachers towards the need for developing life skills among secondary school students
- (ii) To study the differences, if any existing in the attitude of teachers towards the need for developing life skills among secondary school students with regard to different demographic variables – gender, marital status, age, designation, professional qualification, teaching experience, location of the school and type of school management

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated for the present investigation:

- (i) There is no significant difference in the attitude of male and female teachers towards the need for developing life skills among secondary school students.
- (ii) There is no significant difference in the attitude of married and unmarried teachers towards the need for developing life skills among secondary school students.
- (iii) There is no significant difference in the attitude of teachers aged below 40 years and those aged 40 years and above towards the need for developing life skills among secondary school students.
- (iv) There is no significant difference in the attitude of Headmasters and School Assistants towards the need for developing life skills among secondary school students.
- (v) There is no significant difference in the attitude of teachers with B.Ed. qualification and those with M.Ed. and above qualifications towards the need for developing life skills among secondary school students.
- (vi) There is no significant difference in the attitude of teachers with an experience of less than 10 years and those with 10 years and above towards the need for developing life skills among secondary school students.
- (vii) There is no significant difference in the attitude of teachers working in Rural and Urban schools towards the need for developing life skills among secondary school students.
- (viii) There is no significant difference in the attitude of teachers working in Government, Local Body and Private schools towards the need for developing life skills among secondary school students.

LIMITATIONS OF THE STUDY

The present investigation is limited to know the influence of eight demographic variables, viz., gender, marital status, age, designation, professional qualification, teaching experience, location of the institution and type of school management on the attitude of teachers towards the need for developing life skills among secondary school students.

DELIMITATIONS OF THE STUDY

The present study is limited to explore the attitude of 500 teachers (80 Headmasters and 420 School Assistants) working in 80 selected secondary schools located in the rural as well as urban areas in Visakhapatnam District of Andhra Pradesh towards the need for developing life skills among secondary school students.

METHODOLOGY

(a) Method of Research

Since the present study involves collecting data using survey, the investigators used **Descriptive Survey method** for the present investigation.

(b) Sample

The sample consists of 500 teachers (80 Headmasters and 420 School Assistants) working in 80 selected secondary schools located in Visakhapatnam district of Andhra Pradesh. 'Stratified Random Sampling' method is used to select the sample for the study, as in this method, no significant group is left unrepresented and this gives a greater control over the sample. Here, in addition to randomness, stratification introduces a secondary element of control as a means of increasing precision and representativeness. Hence, the researchers used '**Stratified Random sampling**' method for the present investigation.

(c) Research Tool

The researchers used a well developed questionnaire consisting of 44 items as the tool of research for the present investigation.

(d) Administration of the tool

The tool was initially administered to 50 teachers (10 Headmasters and 40 School Assistants) under Pilot study. The measures of reliability, validity and objectivity of the tool have been calculated.

The Co-efficient of reliability of the tool was calculated using Spearman-Brown formula. The reliability co-efficient of the tool was found to be 0.895; and hence the tool is said to be reliable. As a part of establishing the validity of the tool, the researchers calculated item analysis for the items included in the tool. Out of 44 items selected for the tool, the discriminating power of 40 items has been found positive and is negative in respect of 4 items. The items whose discriminating power is negative have been eliminated; and the final tool consists of 40 items, which are fool proof in all respects. Hence, in the final tool, the researchers considered only those 40 items which are valid. Hence, the tool is said to possess validity. Since the tool is a five-point Likert type scale with fixed responses, there is no subjective bias in the scale. Hence, the tool is said to possess objectivity. Since the tool has fulfilled all the requirements of a standardized tool, the research tool used for the present investigation is said to be a standardized tool.

The final tool consisting of 40 items, which is a standardized tool, has been administered to 500 teachers (80 Headmasters and 420 School Assistants) working in 80 selected secondary schools located in the rural as well as urban areas in Visakhapatnam district of Andhra Pradesh.

(e) Analysis and Interpretation of data

The data collected has been analyzed and interpreted using different statistical techniques such as Mean scores, Standard Deviations, t-ratios and one-way Analysis of Variance (ANOVA); and are presented in the following table.

Table showing the significance of different in the Attitude of Teachers towards the need for developing Life Skills among secondary school students

S. No.	Variable		N	Mean	S.D.	t-ratio/ F-value	Result
1	Gender	Male	240	131.75	32.71	0.13*	*Not Significant at 0.05 and 0.01 levels
		Female	260	131.35	35.57		
							*Not Significant at

2	Marital status	Married Unmarried	410 90	130.55 131.17	34.92 33.92	0.16*	0.05 and 0.01 levels
3	Age	Below 40 yrs 40 yrs. & above	320 180	131.19 131.39	35.08 30.32	0.07*	*Not Significant at 0.05 and 0.01 levels
4	Designation	Headmaster School Asst.	80 420	132.00 131.36	32.52 37.38	0.157*	*Not Significant at 0.05 and 0.01 levels
5	Professional qualification	B.Ed. M.Ed. & above	430 70	130.41 117.64	35.04 33.47	2.94*	*Significant at 0.05 and 0.01 levels
6	Teaching Experience	Less than 10 yrs 10 yrs. & above	360 140	131.72 132.21	36.13 31.67	0.15*	*Not Significant at 0.05 and 0.01 levels
7	Location of the school	Rural Urban	280 220	124.71 138.50	34.30 33.22	4.54*	*Significant at 0.05 and 0.01 levels
8	School Management	Government Local Body Private	60 240 200	135.83 131.08 132.30	30.52 34.37 35.05	0.03*	*Not Significant at 0.05 and 0.01 levels

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

- (i) There is no significant difference in the attitude of male and female teachers towards the need for developing life skills among secondary school students.
- (ii) There is no significant difference in the attitude of married and unmarried teachers towards the need for developing life skills among secondary school students.
- (iii) There is no significant difference in the attitude of teachers aged below 40 years and those aged 40 years and above towards the need for developing life skills among secondary school students.
- (iv) There is no significant difference in the attitude of Headmasters and School Assistants towards the need for developing life skills among secondary school students.
- (v) There is significant difference in the attitude of teachers with B.Ed. qualification and those with M.Ed. and above qualifications towards the need for developing life skills among secondary school students.
- (vi) Teachers with B.Ed. qualification have shown better attitude towards the need for developing life skills among secondary school students as compared to their counterparts with M.Ed. and above qualifications.
- (vii) There is no significant difference in the attitude of teachers with an experience of less than 10 years and those with 10 years and above towards the need for developing life skills among secondary school students.
- (viii) There is significant difference in the attitude of teachers from rural and urban schools towards the need for developing life skills among secondary school students.
- (ix) Teachers from urban schools have exhibited better attitude towards the need for developing life skills among secondary school students as compared to their counterparts from rural schools.

- (x) There is no significant difference in the attitude of teachers working in Government, Local Body and Private schools towards the need for developing life skills among secondary school students.

CONCLUSION

From the findings of the study, it is concluded that Gender, Marital status, Age, Designation, Teaching Experience, Type of School Management have no influence on their attitude towards the need for developing life skills among secondary school students. However, Professional qualification and Location of the school have a significant positive influence on their attitude towards the need for developing life skills among secondary school students.

EDUCATIONAL IMPLICATIONS

- (i) The study would help the teachers working in secondary schools realize the need for Life Skills Education at secondary level.
- (ii) The present study helps the teachers working in secondary schools develop necessary competencies to provide life skills education for their students.
- (iii) The study would help the secondary school teachers develop a positive attitude and right perceptions towards Life Skills Education at secondary level.
- (iv) The study would help the Academic Organizations like SCERTs, IASEs and the State Departments of Education to take necessary steps to provide in-service training for teachers working in secondary schools on various strategies and techniques of developing life skills among secondary school students.
- (v) The study is an eye-opener for students to realize the importance of Life Skills Education in their future life.
- (vi) The study makes the parents realize the need for life skills education for their children studying in secondary schools.
- (vii) The study is very useful to the curriculum planners to take necessary steps in integrating life skills education in the school curriculum at secondary level.
- (viii) The study helps the policy makers to view life skills education as an integral part of school education; and accordingly evolve policies.
- (ix) The study helps the teachers conduct different activities in the classroom, focusing on integration of life skills at every stage.

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