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“LIFE SKILLS OF SENIOR SECONDARY LEVEL STUDENTS.”

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Abstract: A study titled “Life Skills of Senior Secondary Level Students” was conducted on higher secondary school students in Prayagraj city. The research included 318 students from rural and urban schools, selected through stratified random sampling. The descriptive survey method was used, and data were collected using a standardized scale developed by Dr. Chandra Kumara and Ayushi Tripathi. The study focused only on Prayagraj city. The findings revealed significant difference in life skills between male and female students. However, there was a significant difference in life skills between students from rural and urban areas, UP Board and CBSE Board, as well as government and private schools. The study emphasizes the need to improve students’ life skills by changing the teaching-learning approach to foster critical thinking, problem-solving, decision-making, self-awareness, and effective communication. Life skills are essential for students’ overall development, helping them navigate academic, social, and emotional challenges. The research highlights the importance of student-centered learning, which accommodates different cognitive styles. Integrating life skills into the curriculum can enhance students’ analytical thinking, resilience, adaptability, and interpersonal relationships. This study underscores the urgency of life skills training in schools to prepare students for an evolving world. A structured educational framework focusing on life skills can enrich learning experiences and empower students in their personal and professional lives. By understanding students’ life skills, teachers can enhance their teaching strategies, making the curriculum more effective and beneficial. The study concludes that incorporating life skills education is essential for developing well-rounded, competent individuals ready to face real-world challenges.

Introduction: Life skills are essential abilities that help individuals navigate everyday challenges and make informed decisions. They encompass a range of competencies, from communication and problem-solving to time management and financial literacy. Mastering these skills not only enhances personal and professional growth but also fosters resilience in the face of adversity. By cultivating life skills, individuals are better equipped to handle stress and adapt to changing circumstances. essential for equipping young individuals with the tools they need to navigate personal and professional challenges effectively. These skills, which include communication, problem-solving, and financial literacy, empower them to make informed decisions and adapt to changing circumstances. By fostering these abilities, we can help the next generation become resilient and self-sufficient adults. These skills not only enhance their academic performance but also prepare them for real-world situations, fostering resilience and adaptability in an ever-changing environment. These competencies include critical thinking, communication, and teamwork, which are vital for success in both higher education and the workplace. The integration of life skills education into the curriculum can

significantly contribute to students' overall development, ensuring they are well-prepared to face future challenges and opportunities with confidence. In today's fast-changing world, individuals, especially adolescents, face numerous challenges that impact their personal, academic, and social lives. Issues such as emotional instability, unemployment, lack of focus, peer pressure, self-doubt, interpersonal conflicts, and an increasing competitive environment have made it crucial for individuals to develop essential life skills. Life skills are a set of psycho-social abilities that enable individuals to make informed decisions, manage emotions, solve problems, and effectively communicate with others. These skills not only foster resilience and adaptability but also empower individuals to navigate complex situations and build meaningful relationships. By investing in the development of life skills, adolescents can enhance their overall well-being and lay a solid foundation for future success. These skills not only foster resilience and adaptability but also empower individuals to navigate complex situations and build meaningful relationships. By investing in the development of life skills, adolescents can enhance their overall well-being and lay a solid foundation for future success. The ability to cope up with these challenges is critical, particularly for senior secondary students who are at a transitional stage between adolescence and adulthood. It is during this stage that they develop attitudes, behaviors, and skills that shape their future. Education has traditionally focused on academic achievements, often neglecting essential life skills that prepare students for real-world challenges. However, with increasing awareness, education systems worldwide are beginning to integrate life skills education into their curricula. While academic knowledge is necessary for professional success, life skills are equally essential for overall well-being, personal development, and social adaptation. The World Health Organization (WHO) defines life skills as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life." These include decision-making, problem-solving, critical thinking, communication, interpersonal relationships, self-awareness, coping with emotions, and stress management. Despite the importance of life skills education, the Indian education system still lacks structured programs that impart these skills effectively. To address this gap, there is a growing need for educational reforms that integrate life skills training into the curriculum. By fostering an environment that prioritizes these essential skills, schools can better prepare students to navigate the complexities of modern life and contribute positively to society. In India, while CBSE and other progressive boards have started incorporating life skills into their curriculum, many state boards still emphasize rote learning and academic performance. Consequently, students from different educational backgrounds exhibit varying levels of life skills. Studies indicate that CBSE students tend to have better-developed life skills compared to students from UP Board and other state education systems, mainly due to differences in teaching methodologies and curricular focus. These disparities highlight the urgent need for a more uniform approach to education across the country, one that prioritizes not just academic excellence but also the holistic development of students. By incorporating life skills training into all educational frameworks, India can nurture a generation of well-rounded individuals who are equipped to navigate the complexities of modern life. The disparity in life skills development between students from different educational backgrounds underscores the need for a standardized approach to life skills education. Integrating life skills training across all boards will help ensure that students, regardless of their academic stream, are equipped with essential skills for personal and professional growth. This integration could foster a more holistic educational environment, where critical thinking, communication, and problem-solving abilities are prioritized alongside traditional academic subjects. By creating a unified framework for life skills education, we can better prepare students to navigate the complexities of modern life and contribute positively to society.

Need and Justification of the study: Adolescence is one of the most critical developmental stages in an individual's life. It is a period of significant physical, psychological, emotional, and social changes. Adolescents often experience heightened emotions, identity exploration, and increased peer influence, which makes them vulnerable to various challenges such as stress, anxiety, poor decision-making, and unhealthy relationships. If not equipped with the right skills, these young individuals may struggle to handle conflicts, maintain self-confidence, and adapt to societal expectations. Life skills education is essential during this stage as it empowers adolescents to navigate life's complexities. It helps them develop self-awareness, recognize their strengths and weaknesses, and cultivate self-confidence. Moreover, it equips them with problem-solving and decision-making skills that are crucial in both personal and professional spheres. Adolescents who acquire life skills are better prepared to manage academic pressures, career choices, family expectations, and social relationships.

Statement of the Problem:

“A study on the life skills of senior secondary students.”

Research question:

1. What is the difference in life skill of senior secondary students in male and female
2. What is the difference in life skill of senior secondary students in UP Board and CBSE Board
3. What is the difference in life skill of senior secondary students in urban and rural area.
4. What is the difference in life skill of senior secondary students in government and private schools.

Objective of the Study: The study is conducted with following main objectives.

1. To study life skills of senior secondary students on the basis of gender.
2. To study life skills of senior secondary students on the basis type of school
3. To study life skills of senior secondary students on the basis of locale.
4. To study life skills of senior secondary students on the basis of Board.

Hypotheses of the study:

1. There is no significance difference between various dimensions of life skill of male and female senior secondary students.
2. There is no significance difference between various dimensions of life skill of UP Board and CBSE Board senior secondary students
3. There is no significance difference between various dimensions of life skill of urban and rural area of senior secondary students
4. There is no significance difference between various dimensions of life skill of government and private school of senior secondary students

Delimitation of the Study:

1. Study will be conducted on XI - XII class student of Prayagraj District.
2. The study was delimited to 318 UP Board and CBSE Board students only

Review of Related Literature:

Sarang. G & Joshi.S. (2024) had conducted a study on “practicing life skills: a comparative study of rural and urban secondary school” in Maharashtra .The comparative study of life skills among rural and urban secondary school students reveals significant differences in the development and perception of these essential skills. Life skills, which encompass cognitive, personal, and interpersonal abilities, are crucial for students to navigate real-world challenges effectively. This analysis highlights the importance of integrating life skills education into the curriculum to foster holistic development.

Dey et.al (2022) had conducted a study on the Status of Life Skill Education in Secondary Schools of three states of India namely Bihar, Chhattisgarh and Madhya Pradesh. The main objectives of the study are to assess the status of life skills of adolescents of higher secondary schools of Bihar, Chhattisgarh and Madhya Pradesh, in relation socio demographic variables. The result of the study is that there exists significant difference between male and female students.

Monika et.al (2022) conducted a research on a comparative study of life skills among secondary school students of private and govt. Schools in sonipat district. The study revealed the findings of life skills of various government and private secondary schools students where life skills of government secondary school students are better in comparison to private secondary schools.

Tiwari et. al (2020) had conducted an experimental study on 135 adolescents students of rural and urban schools of south India. The result revealed that there was an overall growth of the personality of the students after intervention of life skills education to the students. There exists a significant difference between the male and female students.

Suryakant Kushwaha (2019) had conducted A Study of Life Skills Education in CBSE and UP Board Secondary Schools of Varanasi City. The objective of the study are to assess the overall life skills of students of CBSE and U P board of secondary schools. The study released that that life skills of students of cbse board mean is 139.92 whereas UP board students life skills mean is 119.49. which shows that life skills of CBSE school students are better than UP board school students

UNFPA (2017), Study conducted on Implementation of Life Skills Education in State Board Schools of Madhya Pradesh. Adolescence is a period of transition marked by physical, physiological and psychological changes. Often, adolescents are not informed and/or prepared for the rapid pace of physical, emotional and psychological changes that they undergo during adolescence. Misconceptions about issues related to growing up, make them anxious. Adolescence is thus a turning point in one's life, a period of increased potential but also one of vulnerability if they are not supported and guided to access accurate information and develops skills to take informed and responsible decisions. Studies have shown that equipping adolescents with life skills help them to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and manage their lives in a healthy and productive manner.

Methodology of the study:

A research methodology provides a framework and guidelines for researchers to clearly define research questions, hypotheses, and objectives. Some common methodologies include qualitative research, experimental research, survey-based research, and action research. For the present study descriptive survey method is used.

Population & Sample:

Population - The population for the present study consist of all the senior secondary school student of Prayagraj district. Simple random technique is used for the selection of schools for data collection.

Sample & Sampling Method - Sample of 318 students from different schools was taken on the basis of random sampling from Prayagraj district. Out of 318 students, 188 were taken from up board Schools and 130 were from cbse board schools from rural and urban area of senior secondary school students. In this study 318 senior secondary student will be taken as a sample.

Sample distribution -

Selection of Schools: Through simple Stratified Random Sampling Technique, students from three schools of rural and three schools of urban will be selected for the study.

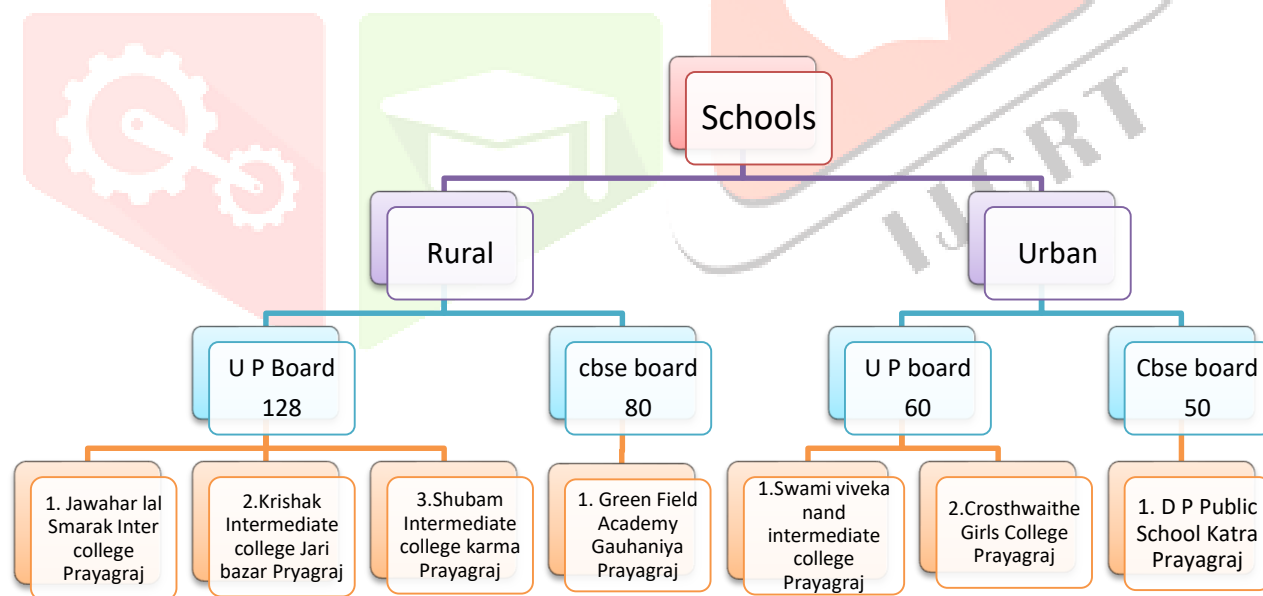


fig.1:school selected for sampling

Tool Used: Life Skills Scale by Dr. Chandra kumara and Ayushi Tripathi (age group:10 to 19year) was used.

Statistical Analysis: The data was analysed using the Mean and t test.

Results and discussion: The present study deals with objective wise results of data analysis in a systematic and scientific manner and using appropriate statistical technique. The data collected from the 4

various rural and 3 urban inter colleges were put to statistical analysis. The objective and hypothesis framed was statistically tested and following results were obtained

Objectives1: To study life skills of senior secondary students on the basis of gender

Hypotheses1: There is no significance difference between life skill of male and female senior secondary students

Table no. 1 n, mean of male and female senior secondary students.

Gender	N	Mean	Interpretation of life skills
Boys	178	171.398	above average
Girls	140	176.357	High

On the basis of the above table no.1 it can be seen that life skill ability of girls is 176.357 And that of boys is 171.398, it shows that girls have more ability of life skills as compared to boys because Girls have excel communication skills including verbal and non verbal communication, possibly due to their greater exposure to social interactions and emotional expression. Girls may develop higher levels of emotional intelligence and empathy, potentially due to societal expectations and parenting styles that emphasize emotional expression and social skills. But on the other hand The obtain mean depicts that female students are better at life skills as compared to male student of senior secondary level male student are not adjustable in social interaction, emotional intelligence but excels in cognitive ability , critical thinking and problem solving.

Objectives 2: To study life skills of senior secondary students on the basis of type of school .

Hypotheses2: There is no significance difference between life skill of cbse and up board senior secondary students

Table no. 2 N, Mean of CBSE and UP Board senior secondary students

Board	N	Mean	Interpretation of life skills
U P board	180	167.605	Above average
Cbse board	138	181.376	High

On the basis of the above table no.2, it can be seen that life skill ability of CBSE Board is 181.376 And that of UP Board is 167.605, it shows that CBSE Board have more ability of life skills as compared to UP Board students While both CBSE and UP Board aim to provide education, CBSE's curriculum and focus on holistic development, including extracurricular activities and critical thinking, may lead to students developing a wider range of life skills compared to UP Board, which has a more traditional, exam-oriented approach. CBSE schools often offer a wide range of extracurricular activities, including sports, arts, and clubs, which help students develop teamwork, leadership, and time management skills while UP Board schools often have fewer extracurricular activities and opportunities for holistic development. CBSE qualifications are recognized nationally and internationally, providing students with opportunities to study abroad or pursue international career opportunities whereas UP Board qualifications are recognized within Uttar Pradesh and some other states, but may not have the same level of national or international recognition as CBSE. CBSE is known for its structured curriculum that prepares students for national-level competitive exams like JEE, NEET, and UPSC While UP Board curriculum is focused on the specific needs and requirements of Uttar Pradesh.

Objectives 3: To study life skills of senior secondary students on the basis of locale.

Hypotheses3: There is no significance difference between life skill of urban and rural area of senior secondary students

Table no. 3 N, Mean of Urban and Rural area of senior secondary students

Areas	N	Mean	Interpretation of life skills
URBAN	123	167.886	Above average
RURAL	195	177.174	High

On the basis of the above table no.3, it can be seen that life skill ability of Rural is 177.1744 And that of Urban is 167.8862, it shows that Rural have more ability of life skills as compared to Urban. Rural people often develop strong life skills due to their environment, but whether they have greater life skills than urban people depends on how we define "life skills." In general, rural students often develop strong practical life skills due to their environment. They may be more self-reliant, skilled in physical work, and adaptable to challenges. Many engage in farming, household chores, or small-scale business activities, which teach them responsibility and resilience. Self-Sufficiency Many rural individuals learn skills like farming, fishing, repairing tools, and handling livestock, which help them sustain themselves. Problem-Solving & Adaptability Limited access to services means rural people often develop creative solutions to everyday challenges.

Objectives 4: To study life skills of senior secondary students on the basis of type of school.

Hypotheses 4: There will be no significance difference between life skill of government and private school of senior secondary students

Table no. 4 N,Mean, of government and private school of senior secondary students

Schools	N	Mean	Interpretation of life skills
Government	98	172.071	Above Average
Private	220	174.254	High

On the basis of the above table no. 4, it can be seen that life skill ability of private school is 174.2545 and that of government school is 172.0714, it depicts that Private have more ability of life skills as compared to Government school students. The data shows that private school students (174.2545) have a slightly higher life skill ability than government school students (172.0714). Private schools often provide modern infrastructure, well-equipped labs, libraries, and digital classrooms, which help in overall skill development. The student-teacher ratio is usually lower in private schools, allowing for more personalized attention. Private schools generally focus more on English proficiency and soft skills, which are crucial life skills for future careers. Strong communication skills can enhance confidence and decision-making abilities. Government school students may have fewer academic resources but often develop resilience, adaptability, and real-life problem-solving skills. Many government school students face challenges that make them more self-reliant and responsible. Parents of private school students may be more financially stable and aware of the importance of holistic development. They may invest more in coaching, skill-based training, and other educational resources whereas parent of government school students are not giving proper attention to their children.

Findings:

1. There exists a significance difference between life skill of male and female senior secondary students. Girls have a higher life skill ability score (176.3571) compared to boys (171.3989). This suggests that girls may have better problem-solving, emotional intelligence, and adaptability skills.
2. There exists a significance difference between life skill of cbse and up board senior secondary students. CBSE students score (181.3768), higher than UP Board students (167.6056). The CBSE curriculum likely provides better exposure to life skill development through modern teaching methods and extracurricular activities.
3. There exists a significance difference between life skill of urban and rural area of senior secondary students. Rural students (177.1744) have better life skill abilities than urban students (167.8862). Rural students may develop problem-solving skills through real-life experiences, whereas urban students may rely more on structured academic learning.
4. There exists a significance difference between life skill of government and private school of senior secondary students. Private school students (174.2545) perform slightly better than government school students (172.0714). Private schools may offer better resources, interactive learning environments, and extracurricular activities that foster life skills.

Conclusions : In the modern world, academic excellence alone is not sufficient for success. Life skills play a crucial role in shaping an individual's personality, emotional intelligence, and ability to navigate real-world challenges. The study of life skills of senior secondary students in Prayagraj district highlights the significant difference of life skills of Male and Female student, Rural and Urban Student, Government and Private schools student and UP Board and CBSE Board student. The findings emphasize the need for structured life skills education in schools, particularly in state boards where students often lack exposure to skill-based learning. Integrating life skills education into school curricula can help students develop resilience, confidence, and adaptability, enabling them to make informed decisions and manage life's challenges effectively. As education systems evolve, a greater focus should be placed on holistic development, ensuring that students graduate with not only academic knowledge but also essential life skills necessary for success in both personal and professional spheres. Schools, policymakers, and parents must work together to implement life skills training programs that empower students and prepare them for the complexities of modern life.

Educational Implications:

1. Knowledge about the life skills is given at the high school level to understand children their priorities and overcome the daily life problems
2. Life skills are known to develop high risk behavior which evaluate their competency, strength and weakness and to provide the better opportunity to enhance life styles
3. By life skills we can enhance social values and moral values to the adolescent and promote mental well being and make them ready to face the realities of life.
4. Integrating Life Skill Education in Curriculum: Schools, especially UP Board and government institutions, should include structured life skill training in their curriculum. Activities like problem-solving workshops, leadership training, and emotional intelligence programs can be beneficial.
5. Enhancing Extracurricular Activities: Schools should encourage students to participate in debates, community service, leadership programs, and teamwork-based projects to develop real-world skills.
6. Skill Development Programs for Urban Students: Urban schools can introduce experiential learning programs such as outdoor leadership camps, real-life case studies, and social responsibility projects.
7. Teacher Training and Awareness: Educators should receive training in modern teaching methods that emphasize critical thinking, decision-making, and adaptability.
8. Parental Involvement: Parents should be encouraged to support skill development at home by allowing children to take responsibility, solve problems, and engage in meaningful discussions.
9. Equal Opportunities for Boys and Girls: Schools should promote gender-inclusive leadership opportunities to ensure both boys and girls develop life skills equally.

By implementing these strategies, life skill education can be strengthened for all students, ensuring they are well-equipped to handle personal, academic, and professional challenges in the future.

Suggestion for further studies:-

1. In present study 318 students were taken. For more reliable result, the size of the sample can be increased.
2. The present study focused on the senior secondary school students only. Further college and university level students can be carried
3. The present study was limited on prayagraj city students. For more enhance reliability and validity, the researcher can conduct on U P

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