

Life Skills of Senior Secondary School Students in Relation to their Academic Achievement

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ABSTRACT

In present era, there is a need to develop more life skills as people are facing emotional instability, unemployment, lack of attention, imbalance in personal relationship conflict and self-doubt. The aim of this research paper was to access the levels of life skills and academic achievement and find out the relationship between life skills and academic achievements of senior secondary school students in Sonapat District. Descriptive survey method was use for present paper. This study was conducted on a sample of 100 senior secondary school students. Life skills Assessment scale (2014) by Nair, Subasree and Sunitha was used by the researchers to collect the data. Data was analyzed by using percentage, Pearson's Product Moment Correlation method, mean, S.D. and t-test. The results indicated nearly half of the senior secondary school students were average in their life skills and more than half of the students were having average level of academic achievement. A positive significant relationship was found between life skills and academic achievement of senior secondary school students. Boys found higher than that of girls of senior secondary school w.r.t. their life skills. Girls found higher than that of boys of senior secondary school w.r.t. their academic achievement. Boys and girls were significantly differed in their life skills and academic achievement. The study suggested implementations of new methods and training programmes to enhance life skills and academic achievement of senior secondary school students.

Keywords: *Life Skills, Academic Achievement, Senior Secondary School Students, Training Programmes*

Adolescence age is very crucial period of life. It is a stage where a person developed his competencies for doing productive work in the society by his intellectual and physical abilities. At this stage, the students face many social, physical and behavioural problems which results in stress, life taking risks, doubts and disappointments. Only better educational pattern makes enable a child to face all these challenges by teaching life skills. Life skills are specific ability to do any task in a competent way and help the child in proper utilization of available resources.

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Life-Skills

Life skills play a crucial role in binding our potentials and achieving our dreams. They are essential tools that empower us to navigate challenges effectively, communicate better, manage emotions, and make better decisions. Developing strong life skills not only enhances ability of a person to excel in various aspects of his life but also contributes to overall wellbeing and satisfaction. It's like having the right toolkit to live meaningful life. Life skills are essential abilities that empower individuals to navigate life's challenges and interact effectively with others. They encompass a broad range of competencies, from practical skills like problem-solving and decision-making in interpersonal skills such as empathy and communication. Developing and improving these skills can greatly enhance achievement in social and academic areas.

Life skills are very valuable because these skills make enables individuals with essential achievements and abilities to navigate various aspects of the life effectively. By learning life skills, individuals can enhance their understanding, develop personal values, and gain insight into how to approach tasks and challenges. This education of life skills healthy behaviors and boosts self-confidence by empowering individuals to make informed decision and handle situations confidently. Overall, life skills education plays a crucial role in personal development and well-being.

Academic Achievement

Academic achievement encompasses various milestones and assessments that demonstrate a student's progress and accomplishments within an educational framework. It can involve reaching specific learning objectives, earning degrees, or excelling in assessments like exams or projects. These achievements provide a valuable measure of a student's educational journey and skill's development. Academic achievement focuses on the specific progress and accomplishments made within educational environments, such as schools or universities. It's about acquiring and demonstrating skills and achievements within structured academic disciplines. This achievement is often measured through assessments, tests, grades, and others formal evaluations. Academic achievement is key in gauging student's learning progress and skill acquisition. It not only signifies educational standards but also influences student's aspirations and career trajectories strong academic performance opens doors to various opportunities, shaping overall success.

Life skills are importance success in various aspects of life. While academic achievement provides expertise in specific subjects, life skills like communication intelligence are fundamental for navigating real world situation and relationship. They empower a person to interact effectively with others, tackle challenges creatively, and handle emotions constructively. Balancing both academic achievements and life skills creates a well- rounded foundation for personal and professional growth.

REVIEW OF RELATED LITERATURE

Agadi (2022) investigated relationship between life skills and academic achievements of secondary school students. 240 secondary school students (120 boys and 120 girls) were selected as a sample of the study from Mysore in Karnataka. The findings of the study revealed a positive correlation between life skills and academic achievement of secondary school students. Moreover, girls scored higher on both life skills and academic achievement compared to boys. The researcher recommended that teachers should play a longer role in developing life skills, especially for boys, through new teaching method and teaching methods and teaching methods and dedicated classrooms. **Khan et al. (2021)** investigated

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relationship between life skills and academic achievements in Health and Physical education students of Pakistani Universities. Researchers surveyed 335 students and found a positive connection between life skills and academic performance. Specifically decision-making, communication and identity development skills were seen as important factors which influence academic achievements of the students. The study suggested that developing these life skills can be a valuable tool for improving students' success. **Meenu and Rani (2021)** conducted a study on life skills among secondary school students and found significant difference between boys and girls in cognitive and interpersonal skills. **Abdi and Davoudi (2015)** studied correlation between life skills and academic achievement of High School students and revealed positive and significant relationship between life skills and academic achievement of secondary school students in Karaikudi. **Lawrence (2015)** revealed significant relationship between life skills development and academic achievement of Community college students. The researcher found moderate level of life skills among community college students and no significant difference was in terms of locality, religion and medium of study.

Rationale of the Study

Life skills are important for facing the problems and challenges of everyday life. These skills are very helpful for development a responsible, productive and better personality. So, teaching of life skills must be an important part of education of young ones to deal the conflict and act better in society. Life skills make enable a person self-confident, socially sensitized and having strong relationship bond with peers and society. Studying the life skills of senior secondary school students in relation to their academic achievement is important for several reasons. First, life skills such as time managements, problem-solving, and interpersonal communication directly impact academic success. Educators and policy makers can develop interventions to enhance student's overall life skills and educational outcomes. Additionally, focusing on life skills, acknowledges the holistic developments of senior secondary school students, promoting their well-being beyond traditional academic metrics. This study seems to bridge the gap between life skills developments and academic achievements, offering insights that can inform more comprehensive educational strategies.

Statements of the Problem

The investigators identified the following problem for conducting the present research:

“Life Skills of Senior Secondary School Students in Relation to their Academic Achievement.”

Operational Definitions of Key Terms

- **Life skills:** life skills are a group of interpersonal and social skills that help an individual to make good decisions, become creative thinker, cope up with stress and emotions, communicate effectively, make healthy relationship, empathize with others and have problem solving ability for promoting mental well-being.
- **Academic achievement:** Academic Achievement is an assessment of knowledge which is indicated in terms of scores, grade, grade points and degree in a formal education system. In this paper, Academic Achievement was measured by the previous class academic performance of the students.
- **Senior Secondary School Students:** In this study, Senior Secondary School Students are those students who are studying in 12th class.

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Objectives

The objectives of the present study are following:

1. To assess life skills of senior secondary school students.
2. To assess academic achievement of senior secondary school students.
3. To study the relationship between life skills and academic achievements of senior secondary school students.
4. To study difference between boys and girls of senior secondary school w.r.t. life skills.
5. To study difference between boys and girls of senior secondary school w.r.t. academic achievement.

Hypotheses

1. There will be no significant relationship between life skills and academic achievement of senior secondary school students.
2. There will be no significant difference between boys and girls of senior secondary school w.r.t. life skills.
3. There will be no significant difference between boys and girls of senior secondary school w.r.t. academic achievement.

RESEARCH METHODOLOGY

Descriptive survey method was used for present paper. In the present study, the researcher used simple random sampling. This study was conducted on a sample of 100 (50 boys and 50 girls) senior secondary school students in the schools of Sonipat district. Life skills Assessment scale (2014) by Nair and Subasree was used by the researchers to collect the data. Data was analyzed by using percentage, Pearson's Product Moment Correlation method, mean, S.D. and t-test.

RESULT AND DISCUSSIONS

1. Levels of Life skills of Senior Secondary School Students

Table: 1 Levels of Life skills of Senior Secondary School Students

Sr. No.	Percentage of Students	Level
1	19%	Very High
2	22%	High
3	43%	Average
4	10%	Low
5	6%	Very Low

Interpretation: It is revealed from the above table that 19% senior secondary school students are very high in their life skills. It is concluded from above description that those students are very high on life skills, perceived high self-awareness, effective communication, coping with emotion and stress, better decision maker and have better problem-solving ability. 22% senior secondary students have high life skills and 43% senior secondary school students are average in their life skills. Those students who have average life skills, they perceived less self-awareness, less communicative skill, average in coping with emotion and stress, average decision maker and have less problem-solving ability in their lives. 10% senior secondary school students are found low in life skills. Only 6% senior secondary school students are very low in life skills. It can be concluded that nearly half of the senior secondary school students are average in their life skills.

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2. Academic Achievement of Senior Secondary School Students.

Table: 2 Levels of Academic Achievement of Senior Secondary School Students

Sr. No.	Percentage of students	Level
1	27%	High
2	56%	Average
3	17%	Low

Interpretation: It is revealed from the table-2 that 27% senior secondary school students are high in their academic achievement. 56% senior secondary school students have average academic achievement. 17% senior secondary school students are low in academic achievement. It is concluded that more than half of the students at senior secondary school are having average level of academic achievement.

3. Relationship Between Life Skills and Academic Achievement of Senior Secondary School Students.

Table: 3 Relationship Between Life Skills and Academic Achievement of Senior Secondary School Students

Variables	No. of Students	Correlation (r)	Significant Level
Life Skills	100	0.42	Positive
Academic Achievement	100		

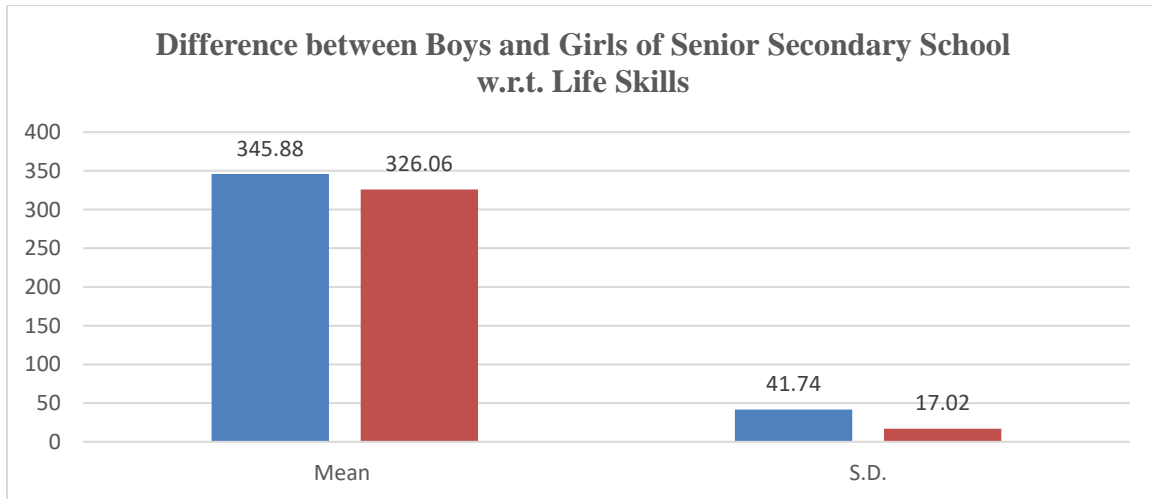
Interpretation: Above table indicates that the number of students is 100. The calculated value of Pearson's Product Moment Correlation (r) between life Skills and academic achievement of senior secondary school students is 0.42. It means that there is positive high between life skills and academic achievement of senior secondary school students. So, the hypothesis "There is no significant relationship between life skills and academic achievement of senior secondary school students." is rejected. So, there is positive significant relationship between life skills and academic achievement of senior secondary school students. It can be concluded that better life skills promote academic achievement of the students.

4. Difference between Boys and Girls of Senior Secondary School w.r.t. Life Skills

Table: 4 Difference between Boys and Girls of Senior Secondary School w.r.t. Life Skills

Groups	No of students	Mean	S.D.	t- value	Remarks
Boys	50	345.88	41.74	3.108	Significant at 0.01 level of significance
Girls	50	326.06	17.02		

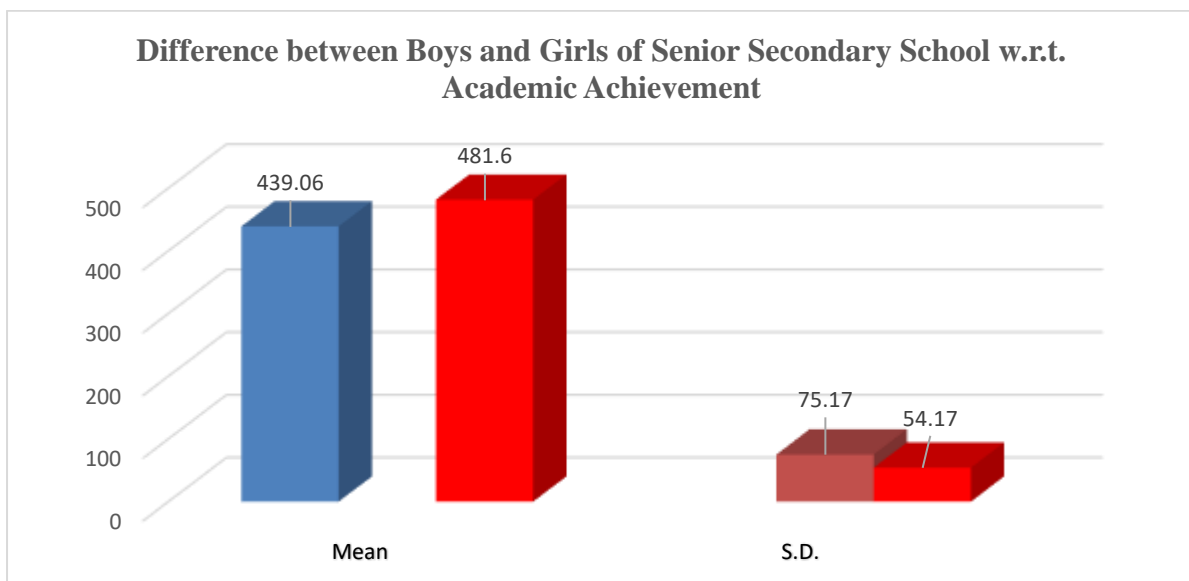
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Interpretation: Table: 4 indicates that mean of boys and girls of senior secondary school on life skills is 345.88 and 326.06 and whereas S.D. is 41.74 and 17.02 respectively. It can be observed that the t-value is 3.108. The calculated t-value was found to be significant at 0.01 levels of significance which indicates that boys and girls are significantly differed in their life skills. So, the null hypothesis “There will be no significant difference between boys and girls of senior secondary school w.r.t. life skills” is rejected. Thus, it can infer that life skills are affected by gender. In conclusion, boys found higher than that of girls of senior secondary school w.r.t. their life skills.

5. Difference between Boys and Girls of Senior Secondary School w.r.t. Academic Achievement

Groups	Number of students	Mean	S.D.	t- value	Remarks
Boys	50	439.06	75.17	3.246	Significant at 0.01 level of significance
Girls	50	481.60	54.17		



Interpretation: The table:5 shows that the mean of boys and girls of senior secondary school is 439.06 and 481.60 whereas S.D. is 75.17 and 54.17 respectively. It can be observed that the calculated t- value is 3.246. It is found significant at 0.01 level of significance. It indicates that the boys and girls have significant difference w.r.t. academic achievement. So, the null

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hypothesis “There will be no significance difference between boys and girls of senior secondary school w.r.t. academic achievement” is rejected. Thus, we can say that there is significant difference between boys and girls w.r.t. academic achievement. It can be concluded that girls found higher than that of boys of senior secondary school w.r.t. their academic achievement.

DISCUSSION OF THE RESULT

The aim of the study was to access the levels of life skills and academic achievement and find out the relationship between life skills and academic achievements of senior secondary school students. Further significant difference based on sex was also studied by the investigators. The results indicated nearly half of the senior secondary school students were average in their life skills and more than half of the students at senior secondary school were having average level of academic achievement. The findings of the study supported by **Lawrence (2015)** who found moderate level of life skills among community college students. A positive significant relationship was found between life skills and academic achievement of senior secondary school students. Boys found higher than that of girls of secondary school w.r.t. their life skills. Girls found higher than that of boys of senior secondary school w.r.t. their academic achievement. Boys and girls were significantly differed in their life skills and academic achievement. There are many other findings in support of the above result. **Agadi (2022)** found positive correlation between life skills and academic achievement of secondary school students and girls scored higher on both life skills and academic achievement compared to boys. **Khan et al. (2021)** also found a positive connection between life skills and academic performance. **Meenu and Rani (2021)** found significant difference between boys and girls in cognitive and interpersonal skills. **Abdi and Davoudi (2015)** revealed positive and significant relationship between life skills and academic achievement of secondary school students in Karaikudi. **Lawrence (2015)** revealed significant relationship between life skills development and academic achievement of Community college students. So, the results of the study advocate to plan and organize training programmes for teacher and students to develop life skills, develop curriculum for transacting life skills among students and aware society about need of life skills in present scenario.

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Conflict of Interest

The author(s) declared no conflict of interest.

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