

Research Paper

Life Skills of Secondary School Students in Ukhrul District Manipur

Dr. Langonjam Chingkhinganba Meitei^{1*}

ABSTRACT

Secondary level students are adolescents who encounter a range of challenges as a result of the transitioning phase of life. Adolescence is a period characterized by the occurrence of numerous problems for individuals, including personal issues such as scholastic difficulties, adaptation, communication, emotional management, and psychiatric problems, as well as social-related issues. To effectively navigate life's challenges, individuals require a distinct repertoire of abilities to equip them for preparation and resilience in the face of adversity. Life skills facilitate the adoption of constructive behaviors and encourage a lifestyle that promotes well-being. This study focuses on the life skills among secondary school students in Ukhrul, Manipur. The researcher gathered data by employing a standardized Life Skills Scale (LSS-KCTA) devised by Chandra Kumari and Ayushi Tripathi. The objectives of the study are to identify the level of life skills level among secondary school students, to investigate the level of life skills based on gender difference, concerning their place of residence during the course of study, class and school they study. The sample of the study drawn by using a simple random sampling technique. The study's main findings are that moderate level of life skills exist among the students. There exists a significant difference at the level of life skills among secondary school's students in relation to gender, there is no significant difference on the level of life skills among secondary school students with regards to class, place of residence during the course of study and school variation.

Keywords: *Adolescents, Life Skills, Manipur, Secondary School, Ukhrul*

Life skills refer to the psychosocial qualities that empower individuals to cultivate adaptive and constructive behavior in order to successfully navigate the obstacles and demands of daily life (WHO, 1993). The acquisition of life skills is an ongoing and lifetime endeavor that starts from early infancy and persists throughout an individual's lifespan. Life skills programs are specifically developed to impart a comprehensive range of social and behavioral abilities, also known as “soft” or “non-cognitive” skills, which empower individuals to successfully handle the challenges of daily existence (Le, T. et al., 2021). Life skills include the capacity to effectively navigate the difficulties and requirements of our life, demonstrating flexibility and embracing constructive behavioral capabilities. Life skills include all sorts of abilities that are beneficial in human existence.

¹Department of Education, Manipur University, Canchipur
Orchid ID: 0000-0003-0603-3463

*[Corresponding Author](#)

Received: August 01, 2025; Revision Received: September 14, 2026; Accepted: September 18, 2026

© 2026, Meitei, L.C.; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

Secondary school students are adolescents who are going through a transitional stage in their lives, which causes them to face a variety of challenges. During this stage, adolescents are confronted with a variety of challenges, including personal issues such as academic difficulties, difficulties in adjusting to new environments, difficulties in communicating, difficulties in managing emotions and other psychological issues, and social issues. In order to deal with situations like these in life, they require a specific set of skills that will assist them in preparing for and confronting the challenges that life presents. It is easier to take constructive actions and encourage healthy life activities when one possesses life skills (Thirunavukkarasu, S., 2018). Individuals are able to develop, adapt, and positively change within themselves in order to deal with life situations in a progressive manner when they possess life skills, which are psychological competencies. Secondary school students are adolescents who are at the most crucial stage of their lives. In addition, they will play a role in determining the future of a society. If they are not properly trained or ignored, they are more likely to become victims of a variety of abuses. They deal with their lives in a variety of different ways. During this period of their lives, they are also more likely to allow themselves to be influenced by antisocial elements and drugs (Meitei, L. C., & Maisnam, P. 2024). People who have a high level of life skills are typically able to deal with life in a constructive and forward-thinking manner (Sherif, Y., et al., 2023; Meitei, L. C., & Maisnam, P. 2024). As a result, the purpose of this study is to gain an understanding of the level of life skills possessed by students in secondary school.

Objectives

1. To investigate the level of life skills among the secondary school students in Ukhrul.
2. To determine the level of life skills among secondary students based on gender.
3. To investigate the level of life skills among the students concerning their place of residence during the course of study.
4. To investigate the level of life skills among secondary school students concerning class.
5. To determine whether there is a difference in the level of life skills among students with regards to their school variation.

Hypotheses

1. The level of life skills among secondary school students exists is no significant difference based on gender.
2. The level of life skills among the students concerning their place of residence during the course of study exists no significant difference.
3. Life skills levels in secondary schools exists significant difference with reference to their class of study.
4. There is no significant difference in life skills among secondary school students based on school variation.

Method Used

The descriptive research method was employed in this study. Since this research aimed to examine the level of life skills among secondary school students, a descriptive approach was used.

Population And Sample

Students attending secondary schools in the Ukhrul, Manipur are the population of the study. The investigator chose 494 students from six different secondary schools to participate in the

Life Skills of Secondary School Students in Ukhrul District Manipur

research using random sampling. There were 261 female and 233 male students from class IX and X.

Table 1: Sample of the study

SN	Name of school	Class	Female	Male	Total	
1	Alice Christian Higher Secondary School	Class IX	10	4	14	26
		Class X	6	6	12	
2	Maringmi Memorial School	Class IX	17	15	32	67
		Class X	21	14	35	
3	Oriental Naga Academy	Class IX	25	20	45	81
		Class X	20	16	36	
4	Savio Higher Secondary School	Class IX	20	21	41	81
		Class X	12	28	40	
5	Sacred Heart Higher Secondary School	Class IX	62	38	100	158
		Class X	30	28	58	
6	St. George English School	Class IX	17	21	38	81
		Class X	21	22	43	
Total			261	233	494	

Tools Used

For the present study the investigator used Life Skills Scale (LSS-KCTA) to furnish the require data and for data analysis Mean, Standard Deviation, t-test and ANOVA.

Objective 1: To investigate the level of life skills among the secondary school students in Ukhrul.

Table 2: Overall level of Life Skills

Sl. No.	Level of Life Skills	F	Percent	Mean	SD.
1	Very High Positive	16	3.2	161.78	13.15
2	High Positive	31	6.3		
3	Above Average Positive	86	17.4		
4	Average Positive	193	39.1		
5	Below Average Negative	131	26.5		
6	High Negative	30	6.1		
7	Very High Negative	7	1.4		
Total		494	100		

The above table indicates the level of Life Skills of Secondary School students in the Senapati district. The Mean and Standard Deviation of Life skill scores of secondary school students are 161.78 and 13.15. So, it is found that the majority of the students (39.1%) have average positive level of life skills. Hence, secondary school students' overall life skills are average.

Objective 2: To investigate the level of life skills among secondary students based on gender.

Table 3: The level of life skills among secondary students based on gender.

Gender	N	Mean	SD	df	SED	t-value	P-value	Result
Female	261	-0.01	1.08	492	0.09	-0.037	0.047	Significant
male	233	0.01	0.89					

The above table shows the level of life skills among the secondary school students in relation to gender. The Mean and SD of female is -0.001 and 1.08 and mean and SD of male is 0.01 and 0.89 respectively. The calculated t-value between female and male students is -0.04 with a degree of freedom 492 and significant at 0.047, which is less than 0.05 significant levels. Hence, there exists a significant difference in life skills among secondary school's students in relation to gender. So, hypothesis 1 is rejected.

Objective 3: To investigate the level of life skills among secondary school students concerning class.

Table 4: The level of life skills among secondary school students concerning class.

Class	N	Mean	SD	df	SED	t-value	P-value	Result
IX	300	-0.02	0.96	492	0.09	-0.75	0.20	Not Significant
X	194	0.04	1.05					

The above table shows the level of life skills among secondary school students with regard to class. The Mean and SD of class IX is -0.02 and 0.968 and the Mean and SD of class X is 0.04 and 1.05. The calculated t-value between class IX and X is -0.74 with a degree of freedom 492 and significant at 0.20, which is greater than 0.05 significant levels. Hence, there is no significant difference on the level of life skills among secondary school students with regards to class. Hence the hypothesis 2 is rejected.

Objective 4: The level of life skills among the students concerning their place of residence during the course of study exists no significant difference.

Table 5: The mean and SD of the students concerning their place of residence during the course of study.

Place of Residence	N	Mean	Std. Deviation
Home	268	0.01	0.96
Rented House	120	-0.01	1.08
Hostel	106	-0.01	0.99

The above table reveals the Mean and SD and SE of secondary school students concerning their place of residence during the course of study.

Table 6: Showing the level of life skills among the students concerning their place of residence during the course of study.

Variables	Sum of squares	df	Mean square	f	p-value	Result
Between groups	0.08	2	0.03	0.04	0.96	Not significant
Within Groups	492.92	491	1.00			
Total	493	493				

Life Skills of Secondary School Students in Ukhrul District Manipur

The above tables reveal the level of life skill among the students concerning their variation of the place of residence, by using ANOVA. The total sum of square between groups is 0.08 and within groups is 492.92 and f- value is 0.04 and significant at 0.96, which is greater than 0.05 significant level. Hence, there is no significant difference on the level of life skills among the students concerning their place of residence during study. Hence, hypothesis 3 is accepted.

Objective 5: To determine whether there is a difference in the level of life skills among students with regards to their school variation.

Table 7: The mean and SD of the students with regards to their school variation.

Schools	N	Mean	SD
Alice Christian Hr. Secondary School	26	0.09	0.91
Maringmi Memorial School	67	0.08	1.32
Oriental Naga Academy	81	-0.02	1.01
Savio Higher Secondary School	81	-0.01	1.05
Sacred Heart Higher Secondary School	158	-0.02	0.86
St. George English School	81	-0.02	0.94

The above table reveals the Mean and SD and SE of secondary school students with regards to their school variation.

Table 8: The level of life skills among the students with regards to their school variation.

Variables	Sum of squares	df	Mean square	f	p-value	Result
Between groups	0.83	5	0.17	0.16	0.97	Not significant
Within Groups	492.17	488	1.01			
Total	493	493				

The above table reveals the level of life skill among the students concerning their school variation by using ANOVA. The total sum of square between group is 0.83 and within group is 492.17 and f- value is 0.16 and the significant is 0.97, which is greater than 0.05 significant level. Hence, there is no significant difference with on the level of life skills among the students with regards to their school variation. Hence the hypothesis is accepted.

Main Findings of the Study

1. There exists moderate level of life skills among the Secondary School Students in Ukhrul, Manipur. Hence, the hypothesis is rejected.
2. There exists a significant difference at the level of life skills among secondary school students in relation to gender. So, the hypothesis is accepted.
3. The study finds that there is no significant difference on the level of life skills among secondary school students with regards to class. Hence, the hypothesis is rejected.
4. The result shows that there is no significant difference on the level of life skills among the students concerning their place of residence during the course of study. Hence the hypothesis is accepted.
5. There is no significant difference with regards to the level of life skills among the students with regards to their school variation. Hence the hypothesis is accepted.

CONCLUSION

Secondary school students are the near leader of tomorrow. If they are equipped with life skills it will enable them to live a happy and successful life. Life skills foster independent living. Life skills are the key to developing and build learners holistically and to address psychosocial support positively. It helps to keep the learners grounded and aware of the situations they face and provides a safe space. The significance of life skills must be considered and facilitate the youngsters through various agencies to help them positively navigate various situations of life.

Life skills are psychological competencies which enable individuals to develop, adapt and positively change to deal with life situations in a progressive way (Basak, R., 2022). Students at secondary schools are the adolescents who are at the most crucial part of one's life. They will also help determine the future of society. They deal with their life in different ways, if they are not well trained or ignored, they fall as a victim to various abuses. During this stage of life, they also tend to fall as a prey to drugs and anti-social elements. Individuals who have high level of life skills often deals life in a positive and progressive manner. So, this study focuses on finding out the level of life skills among the secondary school students.

REFERENCES

- Balasundari, K., et al. (2014). Correlation of Life Skills and Academic Achievement of High School Students. *Journal of Applied Research*, 4(4), 147–148.
- Basak, Rituparna. (2022). Role of Life Skills in Psychosocial Competence. *IOSR Journal of Humanities and Social Science*. 27(4). 60-65.
- Kaur, M. (2015). Impact of school related factors on life skills among school going adolescents. *International Journal of Education and Management Studies*, 5(2), 123-126.
- Le, T., et al. (2021). Correlations between Living Values and Life Skills of Secondary School Students in Vietnam. *European Journal of Contemporary Education*, 10(1), 148–158. <https://doi.org/10.13187/ejced.2021.1.148>
- Meitei, L. C., & Maisnam, P. (2024). Life Skills of Higher Secondary School Students in The Thoubal District of Manipur. *ShodhKosh: Journal of Visual and Performing Arts*, 5(4), 1777–1787. <https://doi.org/10.29121/shodhkosh.v5.i4.2024.5365>
- Saravanakumar, A. (2020). Life skills for relative and productive citizens, *Journal of Critical Reviews*, 7(9), 554-558
- Sherif, Y., et al. (2023). Effectiveness of Life Skills Intervention on Depression, Anxiety and Stress among Children and Adolescents: *A Systematic Review. The Malaysian journal of medical sciences: MJMS*, 30(3), 42–59. <https://doi.org/10.21315/mjms2023.30.3.4>
- Sreehari, R., Varghese, J., & Thomas, J. (2018). Effect of life skills training on fear of negative evaluation and self-image among school adolescents. *Indian Journal of Positive Psychology*, 9(1), 193-195.
- Thirunavukkarasu, S. (2018). Effectiveness of life skill training (education) program: A study with reference to management students at Bangalore. *Research Guru: Online Journal of Multidisciplinary Subjects*, 12(1), 937-949.
- Thomas, B., & Rajdeep, C. (2021). Life Skill Education: Enhancing Empowerment among Rural Primary School Children in Gujarat, India. *Space and Culture, India*, 8(4). 22-32. <https://doi.org/10.20896/saci.v8i4.898>
- World Health Organisation, (1993). *Life Skills Education in schools* (WHO/MNH/PSF/93.7 Arev.2) Geneva.

Life Skills of Secondary School Students in Ukhrul District Manipur

World Health Organisation. (1997). *Life Skills Education for Children and Adolescents in Schools: Introduction and Guidelines to Facilitate the Development and Implementation of Life Skills Programmes*. Geneva.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Meitei, L.C. (2026). Life Skills of Secondary School Students in Ukhrul District Manipur. *International Journal of Indian Psychology*, 14(3), 1922-1928. DIP:18.01.176.20261403, DOI:10.25215/1403.176