

IMPACT OF LIFE SKILLS EDUCATION ON ACADEMIC ACHIEVEMENT

MOTIVATION OF ADOLESCENTS

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Sangeeta* Kusum**

ABSTRACT

Life skills education fosters a sense of self-efficacy and resilience, leading to increased motivation and a more positive attitude towards learning. The ability to transform information, attitudes, and values into practical abilities, or what to do and how to accomplish it is life skills. The objective of the research paper is to study the impact of life skills education on the academic achievement motivation of secondary school students. The sample of the study was 100 students of XIth standard of 2 government schools of Panchkula. Descriptive survey method was used, the results depicted that life skills education had significant impact on the achievement motivation of the students.

Key Words: Life Skills, Academic Achievement Motivation, Adolescents

***Research Scholar, Dept. of Education, P.U. Chandigarh**

****Associate Prof., Govt. College of Education, Sector – 20D, Chandigarh**

INTRODUCTION

The education sector has experienced a shift in paradigm in recent times focus is now made not only on product but also on process. Positive behaviour development is described as the process of learning skills for daily living and coping that allows individuals to meet the challenges of life effectively. Life skills education (WHO, 1997) has thus become a focal point in efforts towards attaining this balance. Sub personal domains include social and reasoning skills, self-control and manageability, interpersonal skills, and self-information/decision-making capacities, the mastery of which prepares adolescents for the challenges of post-21st century living (UNICEF, 2012). These skills are of most significance

to secondary schools since the students are at the developmental stage where they experience a lot of changes cognitively, emotionally, and socially.

The integration of life skills education in India has been a topic of discussion in recent years. Life skills, which encompass essential abilities such as communication, problem-solving, and decision-making, are crucial for individuals to navigate the complexities of everyday life. In India, the current scenario of life skills education is a mixed bag. Life skills education in India has gained significant attention in recent years, with an increasing recognition of its importance in shaping the future of the country's youth. According to a report by the World Health Organization (WHO), "life skills are essential for the development of young people and have a positive impact on their health, well-being, and future prospects" (WHO, 2018).

The current state of life skills education in India is still in its infancy. Kumar (2020) points out that "life skills education is not a part of the formal curriculum in most Indian schools, and is often neglected in favor of academic subjects" (as stated on page 12). Nonetheless, the National Education Policy (NEP) 2020 has highlighted the necessity of incorporating life skills into the curriculum, emphasizing the development of abilities including communication, problem-solving, and critical thinking (MHRD, 2020). There are still many important issues that need to be resolved in spite of these initiatives. "There is a lack of trained teachers and resources to effectively implement life skills education in Indian schools," according to a research conducted by the National Council of Educational Research and Training (NCERT).

In conclusion, even if the value of teaching life skills is becoming more widely acknowledged in India, there are still obstacles and implementation gaps in the current situation. According to Singh (2022), "there is a need for a more comprehensive and integrated approach to life skills education, one that involves policymakers, educators, and stakeholders to ensure that Indian youth are equipped with the skills necessary to succeed in an increasingly complex and rapidly changing world" (Singh, 2022, page 25).

Interest, self-esteem, and intrinsic motivation are used interchangeably to reveal students' aspirations to succeed academically or achieve educational objectives as a major factor influencing students' performance (Deci et al., 1985). Motivation affects not only

achievement but also learning endurance, activity, and student satisfaction with the learning process (Zimmerman, 2000). Nonetheless, because of stress, peer pressure and other socio-economic factors Ryan and Deci (2000) have noted that the majority of students experience difficulties in maintaining an optimum level of motivation. Self-efficacy, resilience, and the development of the growth mindset as provided by life skills education form part of the solution to motivation in the classroom as proposed by Bandura (1997).

One important psychological concept that has a significant effect on students' achievement in school is academic achievement motivation. People are driven toward intellectual development, scholarly excellence, and consistent academic success by this internal as well as external force. One essential process that converts potential into observable academic achievements is motivation. Strong motivational frameworks are associated with increased student involvement, perseverance, and cognitive commitment in their academic endeavors. These people take a proactive approach to education, as seen by their dedication to intellectual growth and goal-oriented actions.

THEORETICAL BACKGROUND

This paper also examined the theoretical implications of the link between life skills education and academic achievement motivation. According to the self-determination theory people are likely to be motivated if the need for autonomy, competence, and relatedness are met (Ryan & Deci, 2000). Education for life skills can fulfil those psychological needs and develop thinking skills, problem-solving skills, and interpersonal skills which in turn can increase students' self-motivation as Life skills education has emerged as a critical component of holistic learning in India's secondary school system. As the educational landscape evolves, integrating comprehensive life skills curriculum becomes increasingly essential for preparing students to navigate complex personal and professional challenges (Sharma & Kumar, 2019). Besides, the social learning theory has a key element such as observational learning and role modeling when learning a new behavior (Bandura, 1986). Numerous CSP environments utilize experiential educational methods including role-play, group dialogues, and some practical exercises to pinpoint proper behavioral patterns. These are not just fun but also foster students' self-responsibility in their education endeavors.

IMPORTANCE OF LIFE SKILLS EDUCATION FOR ADOLESCENTS

Secondary school years may be identified as a period of optimum psychosocial development of cognitive and non-cognitive skills. The WHO (1997) has defined life skills education as an important intervention for helping students learn how to deal with matters that young people face during their adolescent years. The studies show that those students who engross themselves in life skill programs show enhanced self-esteem, peer relations, and decreased risks (Botvin et al., 2003).

However, research studies have associated life skills education with better learning achievements. Durlak et al. (2011) observe in their research that pupils who underwent social and emotional learning lessons got better academic performers, as evidenced by test outcomes. By implication of the above findings, this study shows that life skills training does not only enhance personal development but also academic achievement by creating a suitable learning environment.

Life skills education encompasses critical areas such as communication, decision-making, problem-solving, emotional intelligence, and interpersonal relationships (National Council of Educational Research and Training [NCERT], 2020). These skills are fundamental in empowering young individuals to become resilient, adaptable, and socially competent citizens.

Research indicates that students who receive structured life skills training demonstrate improved self-confidence, better mental health, and enhanced social interactions (Pandey & Singh, 2018). In the context of India's rapidly changing socio-economic environment, such skills are crucial for personal development and future professional success.

The implementation of comprehensive life skills programs can address several critical challenges faced by adolescents, including stress management, career planning, and social adaptation. By incorporating these educational interventions, secondary schools can contribute significantly to students' overall growth and preparedness for future challenges.

Despite recognizing its importance, many Indian schools still struggle with systematic life skills education integration. Therefore, policymakers and educational institutions must

prioritize developing robust, standardized life skills curricula that are contextually relevant and practically oriented.

In conclusion, life skills education represents a transformative approach to secondary education in India, essential for nurturing well-rounded, confident, and capable young individuals prepared to meet the demands of a dynamic world.

SIGNIFICANCE OF THE STUDY

Knowledge of the effect of life skills education on the motivation of adolescents has an important stake, for educators, policymakers, and researchers. By showing how people's learning and psychological needs can be met in the curriculum, the current study can be used in designing empirically grounded interventions for students. Also, the findings can help to enhance the debates regarding education reform as well as the values of creating a learner who can effectively deal with the opportunities of the day's world.

LITERATURE REVIEW

Sudha (2024) investigated the Life Skills present in the adolescent students of the Higher Secondary class. The study of the Life Skills of the Higher Secondary students in relation to their academic achievement was taken up to find out about the Life Skills of the students. Zanoubi (2023) studied the effectiveness of life skills training on students' academic achievement. Investigating the effectiveness of life skills training in raising students' academic performance was the primary goal of the current study. With a control group, a semi-experimental pre test-post test design was used. All sixth-grade female primary school pupils living in Baharestan City in 2022 were the research's target demographic. Convenience sampling was used to select 30 students from this demographic, and they were then split into two groups at random: a control group of 15 students and an experimental group of 15 students. While the control group was put on a waiting list and did not receive any particular intervention, the experimental group participated in the life skills training program. The results of the research demonstrated how beneficial the life skills training program was, and the kids' academic performance significantly improved as a consequence. Sánchez-Hernando et al., (2021) focused on the connection between academic achievement and life skills in a

large number of teenagers from the autonomous community of Aragón, Spain. During the 2018–2019 school year, a cross-sectional research was carried out on the academic performance and life skills of a sample of middle school students in grades 7 and 8. 1745 pupils were included in the final sample, which was drawn at random from 43 middle schools. An anonymous, previously validated questionnaire was used to gather information on academic performance, self-efficacy, social skills, sociodemographic factors, and emotional balance. The result indicated a statistically significant correlation ($p < 0.001$) between academic achievement and life skills. Additionally, we found that there were notable gender variations in life skills, with girls scoring better in social skills and males scoring higher in cognitive and emotional balance. Balasubramanian & Karupaiyan, (2019) investigated how high school students see life skills and how it influence their academic performance. The descriptive survey approach has been used for the investigation. A total of 440 pupils from 22 schools in the Villupuram district have been gathered. There are three types of schools: government, government-aided, and self-financed. In statistics, descriptive analysis, differential analysis, and correlation analysis have all been used. The results unequivocally demonstrate that high school pupils are taught life skills at a reasonable level. High school pupils have a modest level of perception about life skills education. There is a substantial difference between teaching life skills and how it affects high school pupils' academic performance.

The above mentioned reviews and the results of studied data indicates a possible connection between teaching teenagers life skills and their drive for success. To prove a direct causal link and pinpoint the precise processes by which life skills instruction affects academic performance and motivation of the adolescents, further targeted study is necessary.

OBJECTIVES OF THE STUDY

This research aimed to examine the effect of life skills education on the academic achievement motivation of adolescents and to compare if the addition of life skills programs has raised the interest of students in academic success.

HYPOTHESES OF THE STUDY

H1: Life skills education has a positive and significant impact on the intrinsic motivation of adolescents to achieve academic success.

H2: Life skills education improves the extrinsic motivation of adolescents by fostering goal-setting and time management skills.

H3: The adolescents who receive life skills education perform better academically compared to those who do not.

RESEARCH METHODOLOGY

The investigator has administered descriptive survey method to study the effect of life skills education on the academic achievement motivation of adolescents. In this researcher used self-administered questionnaire which included the 40 questions related to each component of life skills and Deo-Mohan Achievement Motivation Scale.

SAMPLE AND SAMPLING TECHNIQUE

For the purpose of the investigation, the investigator has collected survey from 100 students of XIth standard of two Government schools of Panchkula by using simple random techniques.

RESULTS

H1: Life skills education has a positive and significant impact on intrinsic motivation.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.657	1	0.03
Likelihood Ratio	11.798	1	0.02
Linear-by-Linear Association	9.578	1	0.00
N of Valid Cases	100		

INTERPRETATION

The Pearson Chi-Square with a p-value of 0.03 (less than 0.05) rejects the null hypothesis and concludes that life skills education significantly improves intrinsic motivation.

H2: Life skills education improves extrinsic motivation by fostering goal-setting and time-management skills.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.567	1	0.00
Likelihood Ratio	10.586	1	0.00
Linear-by-Linear Association	6.808	1	0.00
N of Valid Cases	100		

INTERPRETATION:

The Pearson Chi-Square with a p-value of 0.00 (less than 0.05) suggests that life skills education fosters better goal-setting and time management skills, thereby enhancing extrinsic motivation.

H3: The adolescents who receive life skills education perform better academically compared to those who do not.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.972	1	0.01
Likelihood Ratio	5.087	1	0.00
Linear-by-Linear Association	8.596	1	0.00
N of Valid Cases	100		

Interpretation:

The Pearson Chi-Square with a p-value of 0.01 (less than 0.05) supports the hypothesis that life skills education positively impacts academic performance.

FINDINGS OF THE STUDY

Adolescents who received the life skills education programs self- organisations had a statistically significant improvement in intrinsic motivation as measured by their willingness to engage in academic activities without extrinsic incentives.

The program also raised extrinsic motivation by increasing goal direction and time management among the adolescents.

Thus, the state of academic achievements in terms of grades and participation among young people who received training in important life skills was significantly higher compared to those who did not have the opportunity to get acquainted with these programs.

DISCUSSION

The findings of this study support the assertion that life skills education raises academic achievement motivation among adolescents. The gain in skills among these decision-making, problem-solving, and communication enhanced both the student's internal and external motivations.

The increase that was observed in aspects of intrinsic motivation can be associated with improved student self-directed skills and self-esteem which are aspects of life skills. In contrast, the enhanced extrinsic motivation can be explained by the fact the program introduced a clear work structure allowing the students to set effective academic objectives that could be met duly.

In addition, the increase in academic performance also confirms the need to integrate life skills education into the curriculum. Such programs imply that students should be prepared for personal and social learning problems and high academic performance.

Further research could seek to determine the long-term impacts of life skills education on motivation as well as performance in terms of time of the year and semester. Another research can compare different cultural and economic classes to ensure the result is generalizable.

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