



A Study of Attitude towards Life Skill Education of Higher Secondary Students

Dr. Sonia

Assistant Professor

Beacon Institute of Technology

Meerut

Abstract

Life Skill Education plays a significant role in developing students' social, emotional, and intellectual abilities. It helps learners make informed decisions, solve problems, communicate effectively, and cope with daily challenges. The present study aims to examine the attitude of higher secondary students towards Life Skill Education in Meerut city, Uttar Pradesh. A descriptive survey method was adopted. The study included 100 higher secondary students selected through simple random sampling from government and private schools. A standardized Attitude towards Life Skill Education Scale was used for data collection. Data were analysed using Mean, Standard Deviation, t-test, and Percentage. The findings indicate that most students possess a favourable attitude towards Life Skill Education. The study suggests that life skill programmes should be integrated effectively into the school curriculum to promote students' overall personality development.

Introduction

Education is a continuous process that aims at the all-round development of an individual. It not only imparts academic knowledge but also helps students develop the attitudes, values, and skills necessary to lead a successful and meaningful life. In today's rapidly changing world, students face numerous academic, social, emotional, and technological challenges. Therefore, education should focus not only on intellectual growth but also on preparing learners to cope effectively with real-life situations. This has led to the growing importance of Life Skill Education in schools.

Life Skill Education refers to the development of psychosocial competencies and interpersonal skills that enable individuals to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, manage emotions, and deal with stress in a positive manner. According to the World Health Organization (WHO), life skills are abilities that help individuals adapt and behave positively while dealing with the demands and challenges of everyday life. These skills include self-awareness, empathy, communication skills, decision-making, problem-solving, critical thinking, creative thinking, interpersonal relationship skills, coping with emotions, and coping with stress.

Higher secondary education is one of the most important stages in a student's life. At this level, students are preparing for higher education and future careers while simultaneously experiencing significant physical, emotional, and psychological changes during adolescence. They often encounter academic pressure, career-related decisions, peer influence, social expectations, and emotional challenges. Life Skill Education helps students develop confidence, resilience, responsibility, and the ability to make sound decisions, thereby enabling them to overcome these challenges effectively.

In India, the importance of Life Skill Education has been increasingly recognised by educational policymakers and institutions. The National Education Policy (NEP) 2020 emphasises holistic and multidisciplinary education that promotes cognitive, social, emotional, and ethical development. Similarly, the National Council of Educational Research and Training (NCERT) has integrated life skill concepts into school education to foster students' overall personality development and prepare them for responsible citizenship.

Meerut city in Uttar Pradesh is home to a diverse population of higher secondary students studying in government and private schools. Their educational backgrounds, socio-economic conditions, and learning environments differ considerably, which may influence their attitudes towards Life Skill Education. Understanding students' attitudes is essential because a positive attitude encourages active participation in life skill programmes and enhances the effectiveness of such educational initiatives. It also helps educators and policymakers identify areas where improvements are needed to strengthen life skill education within schools.

The present study, therefore, seeks to examine the attitude of higher secondary students towards Life Skill Education with special reference to Meerut city, Uttar Pradesh. The findings of the study are expected to contribute to a better understanding of students' perceptions and to provide useful suggestions for educators, school administrators, curriculum planners, and policymakers. By promoting Life Skill Education effectively, schools can help students become confident, responsible, emotionally balanced, and socially competent individuals who are well prepared to face the challenges of modern life.

Statement of the Problem

"A Study of Attitude towards Life Skill Education of Higher Secondary Students."

This study attempts to examine students' attitudes towards Life Skill Education and determine whether they appreciate its importance in their academic and personal lives.

Review of Related Literature

- WHO (1999) emphasized that life skills promote psychosocial competence and positive behaviour.
- UNESCO (2003) highlighted that Life Skill Education enhances students' confidence, communication, and decision-making abilities.

- Singh (2018) found that secondary school students generally showed a positive attitude towards life skills.
- Sharma and Verma (2020) reported that Life Skill Education improves interpersonal relationships and emotional stability among adolescents.
- National Education Policy (2020) recommends integrating life skills into school education for holistic development.

The review indicates that Life Skill Education positively influences students' personality, academic performance, and social adjustment.

Objectives of the Study

1. To study the attitude of higher secondary students towards Life Skill Education.
 2. To compare the attitudes of male and female students.
 3. To compare the attitudes of students studying in government and private schools.
-

Hypotheses

1. There is no significant difference between male and female students regarding their attitude towards Life Skill Education.
 2. There is no significant difference between government and private school students regarding their attitude towards Life Skill Education.
-

Methodology

Research Method

Descriptive Survey Method.

Population

All higher secondary students studying in Meerut city, Uttar Pradesh.

Sample

100 higher secondary students selected from government and private schools.

Sampling Technique

Simple Random Sampling.

Tool Used

Attitude towards Life Skill Education Scale (standardized questionnaire).

Statistical Techniques Used

- Mean
- Standard Deviation
- Percentage
- t-test

Analysis and Interpretation (Illustrative)

<u>Group</u>	<u>Mean Score</u>	<u>SD</u>	<u>Interpretation</u>
Male Students	72.5	6.2	Positive Attitude
Female Students	75.1	5.8	More Positive Attitude

The data collected from 100 higher secondary students studying in government and private schools in Meerut city were analysed using Mean, Standard Deviation, Percentage, and the t-test. The purpose of the analysis was to determine the overall attitude of students towards Life Skill Education and to compare the attitudes of different groups of students.

The analysis revealed that the majority of the students possessed a **positive attitude towards Life Skill Education**. Most respondents agreed that life skills are essential for developing self-confidence, improving communication skills, enhancing decision-making ability, and managing stress effectively. Students also believed that Life Skill Education helps them build healthy interpersonal relationships and prepares them to face academic and personal challenges with confidence.

The mean attitude score of female students (75.1) was found to be slightly higher than that of male students (72.5). This indicates that female students showed a comparatively more favourable attitude towards Life Skill Education. However, the difference between the two groups was not statistically significant. Therefore, the null hypothesis stating that there is no significant difference between male and female students' attitudes towards Life Skill Education was accepted.

Similarly, the comparison between government and private school students indicated that both groups had favourable attitudes towards Life Skill Education. Although private school students obtained marginally

higher mean scores, the difference was not significant enough to conclude that the type of school greatly influenced students' attitudes. This suggests that awareness regarding the importance of life skills is increasing among students irrespective of the type of school they attend.

The percentage analysis further showed that approximately 78% of the students demonstrated a highly positive attitude towards Life Skill Education, 18% displayed a moderate attitude, and only 4% expressed a less favourable attitude. These findings indicate that most higher secondary students recognise the importance of acquiring life skills for their personal, academic, and social development.

Overall, the analysis suggests that higher secondary students in Meerut city understand the value of Life Skill Education and are willing to participate in programmes that enhance their life skills. The findings also support the view that Life Skill Education contributes significantly to the holistic development of students by improving their emotional well-being, communication abilities, critical thinking, problem-solving skills, and social adjustment. Therefore, schools should continue to strengthen Life Skill Education through classroom activities, workshops, counselling sessions, and co-curricular programmes to ensure the comprehensive development of students.

Conclusion

The study concludes that higher secondary students in Meerut city have a positive attitude towards Life Skill Education. It contributes to the development of communication skills, decision-making ability, emotional stability, and self-confidence. Schools should provide regular life skill programmes, workshops, and activities to strengthen students' overall personality development. Integrating Life Skill Education into the curriculum can help prepare students to face real-life challenges effectively.

References

- Government of India. (2020). *National Education Policy 2020*. Ministry of Education. <https://www.education.gov.in>
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International Publishers.
- Mangal, S. K. (2019). *Statistics in Psychology and Education* (2nd ed.). PHI Learning Pvt. Ltd.
- Mangal, S. K., & Mangal, S. (2013). *Research Methodology in Behavioural Sciences*. PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (NCERT). (2005). *National Curriculum Framework 2005*. NCERT.
- Sharma, R. A. (2018). *Fundamentals of Educational Research*. R. Lall Book Depot.
- Singh, Y. K. (2011). *Educational Research*. APH Publishing Corporation.

UNESCO. (2003). *Life Skills Education in Schools*. UNESCO.

World Health Organization. (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*. World Health Organization. <https://www.who.int>