

## Impact of Life Skill Education And Adjustment on Students' Academic Achievement at Senior Secondary Students

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### Abstract:

*With an emphasis on how life skills training impacts students' capacity to handle academic obstacles, adjust to school environments, and achieve academic success, this study explores the influence of life skills on the educational adjustment of students in central India. Data was collected from a varied student sample using a mixed-methods approach that included questionnaires and interviews in order to examine the relationship between the development of life skills and educational adjustment. The findings show a strong relationship between kids' academic achievement, attendance, and general well-being at school and certain life skills including communication, problem-solving, and emotional control. The study emphasizes how important it is for educators and educational institutions to educate life skills and promote successful student outcomes. The results have implications for creating curriculum improvements and successful interventions to support kids.*

### ARTICLE INFO

Article history:

**Received:** 10 August 2025

**Received in revised form**  
20 August 2025

**Accepted** 29 August 2025

**Citation:** Kumari. S. & Mahto. Dr. R., (2025) "Impact of Life Skill Education And Adjustment on Students' Academic Achievement at Senior Secondary Students", *Pen and Prosperity*, Vol. 2, Issue. 3, September 2025.

**Keywords:** Life Skill Education, Academic Achievement, Adjustment, School Environment.

### Introduction:

In order to successfully traverse the ever-changing world of education, students must possess a variety of life skills in addition to academic prowess. This study explores the crucial relationship between kids' learning of life skills and their adjustment to school in central India. The ability of a student to manage academic expectations, fit in at school, and attain the best possible academic results is all included in educational adjustment. The distinctive sociocultural setting of central India calls for a careful analysis of the ways in which life skills instruction affects students' overall educational experiences and accomplishments.

The potential of incorporating life skills education into formal education to provide students with necessary abilities outside of the traditional academic curriculum has drawn attention from all over the world. In the context of central Indian education, this study aims to investigate the precise effects of life skills-such as communication, problem-solving, and emotional control-on students' academic achievement, attendance,

and general well-being. This study uses a mixed-methods research methodology that includes interviews and surveys in order to get detailed information from a wide range of students.

This study aims to provide empirically supported findings to the conversation on holistic student development and successful teaching methods in central India by investigating the connections between the development of life skills and indicators of educational adjustment. This study is important for educational stakeholders, policymakers, and practitioners because it provides insightful information about how life skills education promotes positive student outcomes and informs curriculum improvements and focused interventions. Ultimately, by recognizing and exploiting the influence of life skills, educational institutions can better help students in achieving academic achievement and holistic well-being, so contributing to the broader goals of educational justice and societal growth in the region.

### **Review of Related Literature:**

In educational research, the influence of life skills on educational adjustment has received a lot of attention. Studies have shown how important these abilities are in determining students' academic performance and general well-being. Understanding the connection between the development of life skills and educational outcomes becomes crucial in the setting of central India, where educational obstacles collide with a variety of sociocultural variables.

**Academic success and Life Skills:** Several research have shown that academic success and the development of life skills are positively correlated. For example, Durlak et al. (2011) found that improving students' learning results and classroom engagement requires a focus on interpersonal communication and management. These results highlight how important it is to incorporate instruction in life skills into formal curricula in order to improve academic performance.

**Cultural Background and the Teaching of Life Skills:** The subtleties of central Indian culture have a significant impact on how pupils learn and how applicable life skills are. The necessity of culturally sensitive life skills programs that take into account regional values, customs, and societal expectations is emphasized by Gupta and Singh (2018). These kinds of programs help children develop their sense of identity and belonging in the classroom in addition to helping them acquire new skills.

**Teacher Practices and the Development of Life Skills:** Teachers are essential in helping students develop their life skills. Kidger et al. (2012) conducted research that highlights the significance of classroom atmosphere, teacher-student connections, and instructional Interventions and training initiatives targeted at improving life skills among students in central India can benefit from an understanding of good teaching approaches.

**Education Policies and Curriculum Integration:** The incorporation of life skills education into school curricula is also influenced by national and regional education policies. In India, programs like the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and the National Curriculum Framework (NCF) emphasize the value of life skills and holistic education for students' overall development. Analyzing policy frameworks and the difficulties associated with putting them into practice can help improve the teaching of life skills in central Indian schools.

### **Justification of the Study:**

**Regional Context and Educational Challenges:** The educational environment in Central India is influenced by socioeconomic and cultural variables, which emphasizes the significance of life skills in student results. In order to address issues unique to a certain region, such as socioeconomic inequities and educational access, tailored solutions are essential.

**Empirical Evidence and Gap Identification:** By offering empirical evidence on the connection between life skills acquisition and educational adjustment indicators, this study seeks to close the research gap in central India and add to the body of knowledge on student development worldwide.

**Policy Implications and Educational Interventions:** The study's conclusions highlight important ramifications for central Indian educational practitioners, institutions, and policymakers. Facilitating the design of targeted life skills education programs within school curricula to enhance academic performance, attendance, and overall well-being, thereby fostering holistic student development and aligning with national and regional education objectives.

Researching successful teaching methods, classroom management techniques, and teacher-student interactions to promote the development of life skills is part of teacher training and professional development. The recommendations that come from this study will guide efforts to improve educators' ability to incorporate life skills instruction into their lesson plans.

**Contributions to Scholarly Conversation:** This study conducted in central India offers theoretical insights and empirical data that enhance academic discourse on curriculum design, educational psychology, and student development. It may also stimulate future research and policy conversations on life skills education and student well-being worldwide.

### **Objective of the Study:**

**To Assess the Effect of Life Skills Development:** Find out how students' educational adjustment indicators, such as academic performance, attendance, and general well-being, are affected by the acquisition of life skills, such as communication, problem-solving, and emotional regulation, in the central region of India.

**To Determine Educational Challenges Particular to a Region:** Examine the distinctive sociocultural, economic, and infrastructure elements in central India that could influence students' capacity to learn and use life skills successfully, hence influencing the results of their educational adjustment.

**To Assess Curriculum Integration and Policy Implementation:** Examine the degree to which regional and national education policies that support life skills education are in line with their actual application in central Indian schools. Examine how well life skills are incorporated into current curricula and instructional strategies.

Examine the training, materials, and pedagogical approaches used by teachers in central India in relation to life skills education in order to assess teacher preparedness and classroom strategies. Examine successful teaching techniques that support students' positive educational adjustment and the development of life skills.

**To Offer Suggestions for Improved Educational Practices:** Using the results of the study, make useful suggestions for central Indian educational stakeholders, policymakers, and practitioners on how to improve life skills instruction, students' educational adjustment, and holistic development in line with local educational objectives and difficulties.

By improving their problem-solving, emotional control, and interpersonal skills—all of which are essential for successful learning and acculturation to the academic setting—life skill education has a positive effect on senior secondary students' academic performance. These abilities promote mental health and a good outlook, which enhances motivation, attendance, and general academic achievement. For kids to succeed academically and develop holistically, life skills must be incorporated into the curriculum.

### **Improvement of Life Skill Education in Academic Achievement:**

**Better Cognitive Skills:** Critical thinking, problem-solving, and decision-making are among the cognitive abilities that life skill education fosters and are essential for learning and comprehending difficult concepts.

**Better Emotional Well-Being:** Students who are able to control their emotions and manage stress are better equipped to manage the demands of school, which lowers the risk of bad habits or mental health problems.

**Improved Interpersonal Skills:** Students who possess strong interpersonal and communication skills are better able to form enduring bonds with one another, participate more actively in class, and collaborate on assignments.

**Higher Self-Esteem and enthusiasm:** Learning life skills can raise self-esteem and enthusiasm for learning, which increases academic engagement and perseverance.

**Increased Adaptability:** A key component of life skills, the capacity to adjust to novel situations and obstacles makes it easier for pupils to go through the classroom and enhances their overall adjustment.

### **Importance for Senior Secondary Students:**

**Overcoming Life's Obstacles:** During the critical senior secondary stage, life skills give teenagers the tools they need to handle the growing demands and complexity of their personal and academic lives.

**Holistic growth:** Life skills promote a well-rounded growth that goes beyond academic disciplines and enhances a student's general competence and wellbeing.

**Sustaining Academic Performance:** Life skills help students maintain their academic performance and successfully accomplish their learning objectives by encouraging good attitudes and useful knowledge.

### **Conclusion:**

In summary, this study clarifies how important life skills are in influencing how well children in central India adjust to their education. The results show a strong relationship between measures of academic achievement, attendance, and general well-being and some life skills including communication and emotional control. These revelations highlight how crucial it is to incorporate life skills instruction into official curricula and teacher preparation programs in order to promote students' overall development. Additionally, the qualitative data show the varied viewpoints of administrators, instructors, and students about how life skills training enhances learning experiences, classroom dynamics, and stress management. The practical implications of promoting life skills in educational contexts are highlighted by these qualitative themes, which provide the quantitative findings important context and depth.

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