



## Life skills development in students at secondary level in Punjab: a need analysis

Sidra Munir\*<sup>1</sup> | Arshad Iqbal<sup>2</sup> | Quratul Ain Hina<sup>1</sup>

1. Department of Educational Science, National University of Modern Languages, Islamabad, Pakistan.

2. Department of Education, International Islamic University Islamabad, Islamabad, Pakistan.

\*Corresponding Author Email: [sidramunir.999@gmail.com](mailto:sidramunir.999@gmail.com)

### Abstract:

#### Article History

Received:  
18-Jul-2024

Revised:  
28-Aug-2024

Re-revised:  
22-Sep-2024

Accepted:  
23-Sep-2024

Published:  
30-Sep-2024

This work assesses students' life skills development levels and compares the life skills development among students based on gender at the secondary level. The model of social skills development and behaviour (SSDBC), which was given by Kadesjo et al. (2017), was chosen as a theoretical framework. The social skill development and behaviour model consisted of multiple attributes, i.e. empathy, teamwork, emotions, communication, physical appearance, relationships and confidence. The quantitative research paradigm is employed with a descriptive research design, utilising a survey method for data collection. The population of this work consisted of male and female teachers at Punjab government schools. A stratified random sampling technique was applied to select the sample. A 20% sample was taken from each stratum. The Social Skills Development and Behaviour Checklist (SSDBC) was adapted for data collection. Results revealed that the majority of students (62%) possessed above-average life skills. It was also revealed that female students possessed higher life skills than male students, so based on these findings, it was suggested that teachers create a friendly environment in the classes so that all can participate and be interested in activities. Schools may arrange workshops for students on life skills development.

**Keywords:** Life skills, Social skills, Skill development, Population, Stratified random sampling, Empathy, Communication, Teamwork, Emotions, Physical appearance.

**How to Cite:** Munir, S., Iqbal, A., & Hina, Q. A. (2024). Life skills development in students at secondary level in Punjab: a need analysis. *Journal of Humanities, Social and Management Sciences (JHSMS)*, 5(2), 182-194. <https://doi.org/10.47264/idea.jhsms/5.2.12>

**Copyright:** © 2024 The Author(s), published by IDEA PUBLISHERS (IDEA Publishers Group).

**License:** This is an Open Access manuscript published under the Creative Commons Attribution 4.0 (CC BY 4.0) International License (<http://creativecommons.org/licenses/by/4.0/>).



## 1. Introduction

Human beings cannot live in isolation. They always need a group of people to share their emotions and ideas. They communicate with others to find the solution to their problems. When one person communicates with another, they acquire the norms, beliefs, values, and life skills, and this entire process is considered socialization. Human beings' development is based on the procedure of interdependence. To survive in society, people always need a livelihood, so it's a requirement of the 21<sup>st</sup> Century due to the globalized world that a person must possess life skills. Life skills are most important as they build your first impression of the opposite side. Youth are considered the most productive members of society but mostly fail to utilize their capabilities or abilities in the right way due to a lack of motivation and guidance so it is the huge responsibility of the school authorities to plan such a curriculum which can enhance the life skills of the learners through activities and train the staff as well that they can implement such curriculum in the class. As Sultan et al (2021) cited social skills are very vital for adolescents to learn. This expertise can be taught during the class by creating a friendly atmosphere in the class or through using different activities as students learn skills through practice, and it helps to make them better in academics as well.

The teacher-student bond is vital because students can learn better at that time when they have a good bond with their teachers. The teacher is the individual who leads and helps the learners. If a teacher gives respect and is trustworthy, it helps to make the students' behaviour better and shows high achievement in exams. By encouraging the learners, the teacher can increase pupils' performance in different activities or in a class. By involving students in various activities, teachers can instil life skills such as cooperation, teamwork, and conflict resolution. It is observed that due to the workload and syllabus, teachers only try to cover the syllabus on time and do not pay attention to the development of the life skills in the students, but life skills are very important for students' well-being and success in life and in academics as well. Students also try to imitate their teachers, so teachers must be aware of how they can polish their students' skills, make them good citizens and make them able to cope with future challenges (Parajpati et al., 2017).

Life skills help the youth to become productive members of society. Life skills help the person in their well-being, so through life skills, students can compete in this global world and can give benefits to society. Fallahchai (2012) stated that the ability and aptitude to acquire new skills can help us to comprehend the world around us. As life skills have no definitive list. There are two categories of skills one type is known as social skills, and it deals with people, and the other skills are known as thinking skills because it deals with thinking. Self-reflection of our own skills is related to thinking skills because, through cognitive abilities, we assess ourselves. On the other hand, negotiation skills and how to get along with others are known as social skills (Jamali, 2016; Ahmad & Bano, 2020). Education must be skill-based as basically the intent of life skills education is to prepare the learners to face the difficulties and challenges of life which they can face on a daily basis so that they can handle the problems in a productive way. Life skills help children to have a holistic and fruitful life because society can only move towards progress when every individual plays a role well in it, and it is the duty of the school to prepare such human beings who possess good life skills.

### 1.2. Rationale of the study

Getting education is very important for everyone because the procedure of education empowers

the person to learn different skills which are considered to be mandatory to enter in the practical life, to survive in society and to enter in the certain profession (Ashraf et al., 2021). As youth is the best strength of any country and investment on humans promises surprising results (Albal & Koujalagi, 2018). So, it is indicated that training programs for enhancing or developing life skills in students are helpful to increase their self-esteem and communication skills (Kazemi et al., 2013). According to Sultan et al, (2021) that WHO (1993) given a fundamental set of social skills for a healthy and fruitful life that life skills are capabilities which are worthwhile in nature and make the person navigate with daily life problems but nowadays teachers must busy in completing their tasks due to the workload and syllabus. Therefore, in the classroom they are not giving attention towards collaborative learning through teamwork, projects, brainstorming and other methods to enhance students' skills but teachers are not effectively practicing teaching tasks (Sittar et al., 2020).

Rashid (2010) sum up in his research work that teachers did not teach or transfer the children life skill. Schools did not feel their duty to give value to life skills. So, the researcher suggested to the future researchers that they need to assess the development of life skills among children at other levels of education except elementary level. Schools are accountable to shape the behavior and provide the quality education to the students, so this is the reason that researchers chosen this topic to analyze what extant life skills are developed in students.

### **1.3. Statement of the problem**

Life skills are compulsory for learners to live in society. Schools are an institution for the development of life skills of the learners' is a necessity for any society. School is the agent of child acculturation because children acquire different basic skills like reading, listening and writing. Schools also give freedom to students for communication so that they can acquire the life skills which help the child in his well-being. Keeping in view the importance of life skills, researchers pick out this area for research work. This study is planned to measure the level of life skills development among students, to compare the life skills development among students on the basis of gender at secondary level.

### **1.4. Significance of the study**

This work would be useful for beneficiaries of schools i.e. policy makers, Teachers, curriculum developers and learners. This work would be fruitful for students to know the significance of life skills, to assess their social development and how they can handle better different scenarios by acquiring life skills. This work would be useful for teachers. Teachers can develop life skills among students by using different techniques in the class like group work, debates, projects and discussion methods. This work would be worthful to create positive connections among pupils and teachers. Teachers can arrange activity base lectures through which they can enhance the social development of students. When students perform group activity, they acquire different life skills which help them to adapt to the new situation. Teachers should be aware of the significance of life skills development of students. An instructor is the only person who can stimulate the pupils for contribution in different activities so that they can acquire the life skills which would be helpful for them in their professional life.

This study would be fruitful for the policymakers in this regard to how they can play a role in the enhancement of child social development. Policymakers can organize educational training sessions for students and teachers to practice how to handle different situations. It is the huge

responsibility of schools to organize different co-curricular activities like sports and drama clubs, which would help the child to develop good connections, communication skills, creativity and problem-solving, reasoning, and critical thinking and would help to make better mental and physical health. This work would be fruitful for curriculum developers in this way that they can include different activities in the curriculum, so it would help them to learn life skills.

### **1.5. Research objectives**

The research objectives of the study are to measure the level of life skills development among students at the secondary level and to compare the life skills development among students on the basis of gender at the secondary level.

### **1.6. Null hypotheses**

**H<sub>01</sub>** There is statistically no significant difference in life skills development among students on the basis of gender at the secondary level.

## **2. Literature review**

Good education is vital for the person to go ahead and succeed. Our good and bad education decides what kind of person we will be in the future. Education is the thing which grooms our personality and develops confidence in ourselves. Those nations are prosperous, whose members are well educated and possess good skills. Education helps us to understand the laws and rights of other citizens as well. Life skill education is the key that we can provide to our new generation to improve their lives. Social skills are based on five key traits, including self-awareness, empathy, communication skills, and interpersonal skills (Bala et al., 2019). Life skills development involves acquiring skills to foster positive relationships with others. Social skills are crucial because they enable a person to adjust effectively to various social settings. Most students nowadays are heavily reliant on the internet, and they often prefer online interactions over face-to-face interactions. However, social skills are an integral part of our personality, which we cannot ignore (Dhingra & Rani, 2019). According to Loannis and Maria (2017) social skills can be quickly learned through imitating others' behaviours, and meanwhile, social skills can also be taught to the learner to make them a better person. The person who wants to enhance or increase their social skills in their personality must possess three key aspects: observation, thinking power, and behaviour. Moreover, teaching students' good communicative relationships also helps to build and enhance social skills.

Johnson (2016), cited by Gokel and Dagli (2017), categorized social skills into four categories, i.e. conflict resolution, interpersonal, problem-solving and survival skills. Conflict resolution involves maintaining internal peace and addressing various conflicts and problems. Interpersonal skills deal with empathy, managing relationships, sharing and collaboration. Survival skills deal with following and obeying the rules, regulations, and directions. While problem-solving skills include helping others, taking responsibility and decision-making skills. Social skills can also be elaborated in the sense of social and emotional settings like caring for others, recognizing and managing emotions, maintaining positive relationships with others, making new friends and handling new situations. Good social skills help the person to behave well and according to their culture and to be successful in their life (Sharma et al., 2016). Adequate social skills are essential for a person to succeed in both social life and academics.

Developing social skills helps in improving academic condition, to be successful in life and in career and to build and maintain positive relationships. Meanwhile, a deficiency of social skills can lead the child towards failure in exams, difficulty solving problems and can face the children's different behaviour problems as well (Ozbey & Gozeler, 2020).

According to Grizenko, Hrychko, and Pawliuk (2000), as cited by Campbell (2008), learning is an achievement in childhood. Researchers have indicated that children who feel alone and not accepted by their peers may be due to a lack of social skills. Social skills are crucial for every child, and in this case, specific training programs can help children develop these skills, such as role-playing, assigning homework, and modelling (Sungur & Bal, 2016). Rani and Neeraj (2020) did research at the secondary level to check the life skills of males and females. They used to mean standard deviation and t-test to analyze the data, so the findings revealed that female students possessed more life skills compared to males in all dimensions, such as communication skills, interpersonal skills, problem-solving, coping with emotions, coping with stress, and critical thinking. The researchers conducted this study at the secondary level to investigate whether males and females with high life skills exist in the Pakistani Context. Rashid (2010) did research on social skills at the elementary level, so he recommended future researchers do research at another level.

### **3. Theoretical framework**

For this study, social skills development and behaviour model by Kadesjo et al (2017) was chosen. There were seven traits of life skills, which include: empathy, teamwork, emotions, communication, physical appearance, relationships, and confidence.

#### **3.1. Empathy**

It refers to understanding the feelings and emotions of another person by putting himself/herself in the place of others.

#### **3.2. Teamwork**

It refers to working in a group to achieve a common goal or completing a task. The trait of each group member contributes to the effectiveness of the team and its efficiency.

#### **3.3. Emotions**

It refers to the ability to recognize your and other's emotions and their effect on behaviour and attitude.

#### **3.4. Communication**

It is the skill of a person to send messages that are properly received and understood by the receiver.

#### **3.5. Physical appearance**

It is about dressing smartly, being clean and having good physical hygiene and carrying yourself well.

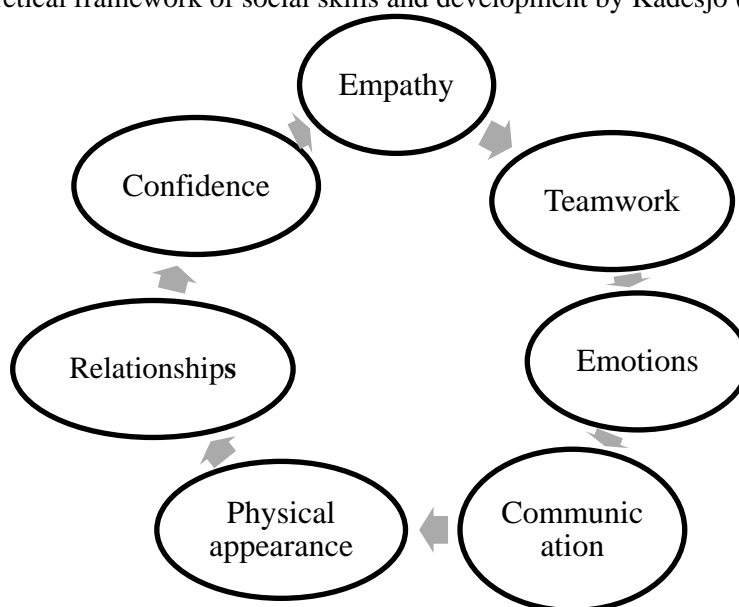
### 3.6. Relationships

It is the skill to establish and nourish healthy and rewarding relationships with diverse individuals and groups.

### 3.7. Confidence

It is about individuals accepting and trusting themselves and having a sense of control in their own life.

Figure 1.1: Theoretical framework of social skills and development by Kadesjo (2017)



## 4. Research methodology

### 4.1. Research paradigm

The quantitative research paradigm employed by the researcher. Quantitative research information is always gathered in quantifiable form, and appropriate statistical measurements are used to analyze data.

### 4.2. Research design

The research design is basically based on the research question (Hasa, 2017). So, considering the significance of the research design, researchers used a comparative research design. Moreover, the researcher used a survey method. This method is used to collect information through a questionnaire.

### 4.3. Population

The population of this study was based on teachers of schools of the government of Punjab in Rawalpindi Tehsil in District Rawalpindi. There was a total of 919 male and female teachers serving in the Punjab (2020-2021) secondary schools of Rawalpindi Tehsil. There, 439 teachers were male, and 480 were female.

#### 4.4. Sampling technique

The basic reason for sampling is to choose the respondents from whom the researcher is interested in gathering the data. A proportionate stratified random sampling technique was used by the researcher in this research for the selection of the sample.

#### 4.5. Sample size

The sample is a small group of people selected from the total population. The population of this study consisted of secondary school teachers in Punjab. The population was classified into two strata: male and female teachers. Gohary and Hatem (2021), Eid (2003), and Michael and Beck (1995) are examples of researchers who have always used a 20% sample size of the total research population. To ensure a proper ratio between the two groups, a sample size of 20 percent from each group was selected. 184 teachers were chosen as a sample, and 123 teachers returned the questionnaire, which is 68% of the total sample.

#### 4.6. Tool construction

The researcher used a checklist in this research work. The social skills development and behaviour checklist was adapted from the work of Kadesjo et al (2017), which consisted of seven traits, i.e. empathy, teamwork, emotions, communication, physical appearance, relationships and confidence. Table No. 1 indicated the seven traits of the social skills checklist, and all traits had different no of items.

Table 1: Social Skills Development and Behaviour Checklist (SSDBC)

Sr. No.	Variable	Traits	Total no of items in each section
1	Social Skills Development	Empathy	3
2		Team work	3
3		Emotions	3
4		Communication	3
5		Appearance	3
6		Relationships	7
7		Confidence	2
	Total		24

#### 4.7. Delimitations

The work was bound to (a) Punjab government secondary school teachers; and (b) Rawalpindi Tehsil, District Rawalpindi, Pakistan.

### 5. Results

#### 5.1. Pilot trial

Collected data for pilot testing was analyzed, and 7 items were found weak among 24 items. So, for the purpose of final data, the researcher modified weak items. Cronbach Alpha Reliability test, Inter-Section Correlation and Items Total Correlation was computed of the final data. The detail of the tool is given below:

## 5.2. Reliability of the instrument

Table No. 2 revealed the reliability of “Social Skills Development and Behaviour Checklist”. The reliability of social skills development and behaviour checklist was found".785. Researcher further divided the checklist into 7 traits and the reliability index of these traits were .015, .409, .421, .664, .370, .778 and .669. “Relationships” trait possesses the highest reliability, while the weak reliability was possessed by “Empathy”.

Table No. 2: Cronbach Alpha Reliability of Social Skills Development and Behaviour Checklist (SSDBC) Final Data (n=123)

Sr. No.	Variable	Traits	Total No of items in each section	Cronbach Alpha Reliability
1		Empathy	3	0.015
2		Teamwork	3	0.409
3		Emotions	3	0.421
4	Social skills development	Communication	3	0.664
5		Appearance	3	0.370
6		Relationships	7	0.778
7		Confidence	2	0.669
			24	0.785

## 5.3. Inter-section correlation

Table No. 3 showed Intersection Correlation among the traits of social skills development and behaviour checklist. The highest correlation secured by the social skills development and relationships at (.769\*\*) meanwhile the physical appearance and empathy trait were having weak correlation which was (.024).

Table No. 3: Intersection Correlation of Social skills development and behaviour checklist (SSDBC) Final data (n = 123)

Sections	Empathy	Teamwork	Emotions	Communication	Physical Appearance	Relationships	Confidence	Social Skills Development
Empathy	1							
Teamwork	.371**	1						
Emotions	.457**	.160	1					
Communication	.346**	.031	.554**	1				
Physical Appearance	.024	.006	.268**	.345**	1			
Relationships	.224**	.137	.263**	.193*	.242*	1		
Confidence	.211*	.320**	.127	.101	.062	.428**	1	
Social skills development	.544**	.343**	.664**	.586**	.517**	.769**	.473**	1

\*\* Correlation is significant at the 0.01 level (2-tailed)

#### 5.4. Item-total correlation

Table No 4 revealed item-total correlation of items of Social Skills Development and Behaviour Checklist (SSDBC). Highest correlation was revealed Q17/R2 (.722\*\*) and the lowest correlation was revealed of item Q3/E3 (.101).

Table No. 4: Item-total Correlation of Social Skills Development and Behaviour Checklist (SSDBC)"(n=123)

Items/Codes	r	Items/Codes	r	Items/Codes	r
Q1/E1	.361**	Q9/EM3	.598**	Q17/R2	.722**
Q2/E2	.436**	Q10/C1	.364**	Q18/R3	.514**
Q3/E3	.101	Q11/C2	.446**	Q19/R4	.502**
Q4/TW1	.351**	Q12/C3	.586**	Q20/R5	.171
Q5/TW2	.206*	Q13/A1	.346*	Q21/R6	.610**
Q6/TW3	.145	Q14/A2	.203*	Q22/R7	.570**
Q7/EM1	.432*	Q15/A3	.474**	Q23/CF1	.445**
Q8/EM2	.311**	Q16/R1	.497**	Q24/CF2	.381**

\*Correlation is significant at the 0.05 level (2-tailed) \*\*Correlation is significant at the 0.01 level (2-tailed)

#### 5.5. Statistical analysis

Objective No. 1: To assess the level of life skills in students' at secondary level.

Table No. 5 showed the levels of life skills. These levels were further divided into three groups labelled as below average (22-36), average (37-51), and above average (51-66). Outcome showed that most of students' (62%) maintain above average life skills and (38%) students maintain average life skills.

Table No. 5: Levels of life skills development (n=123)

Sr. No.	Score	Level of life skills	N	Percentage
1.	22-36	Below Average	-	-
2.	37-51	Average	47	38%
3.	51-66	Above Average	76	62%

Objective No. 2: To compare the life skills development among students on the basis of gender at secondary level.

Table No"6 indicated t value of life skills (-2.740) is statistically significant at 0.01 level. Therefore, the mean score of female students were (58.50) and male students were (55.26). So null hypothesis that statistically no significant difference in life skills development among students on the basis of gender at secondary level is failed to reject.

Table No. 6: Gender based comparison of life skills development

Variable	Gender	N	Mean	t value	Df	Sig.
Life Skills	Male	53	55.26	-2.740	121	0.005
	Female	70	58.50			

\*P<0.01

## 6. Discussion

The research study was about Life Skills Development among students at secondary level: A Need Analysis. The 1<sup>st</sup> and 2<sup>nd</sup> objective were to assess the level of life skills in students at secondary level. To compare the life skills development among students on the basis of gender at secondary level. It was found that mostly students' life skills development was at above average. Those students' who are socially and emotionally strong, they are more confident, friendly, have good command on communication, they show bravery in every difficult situation and maintain good relationships with their peers (National institute of mental health, 2000). Benson (2006) revealed in his work the results of life skills which are cited by Mantz (2017) that 29% adolescents shown strong skills i.e. planning and decision making while 45% adolescents possessed strong interpersonal skills i.e., empathy and friendship skills while Malik and Shujja (2013) carry out work in Pakistan and the results showed those children who are studying in government institutions achieved higher scores in social competence comparatively private institutions.

The mean score of female students was high as compared to male students. A study conducted by Meenu and Rani (2021) on life skills among secondary school students in which results revealed that female students at secondary school possessed high level of life skills as compared to male students. Moreover, study conducted by Sumen and Calisci (2017), in which he revealed that skills of female students are more highly developed as compared to male students.

## 7. Conclusion

As this study objective was to assess the level life skills in students at secondary level. It was sum up that most of students acquired above average life skills and few students were at average level. Teacher can focus on life skills of students through teamwork, presentation and getting them involved in extracurricular activities. The other objective of this study was to compare the life skills development among students based on gender at secondary level. It was concluded that mean score of female students was found high as compared to the males. So, the results showed that null hypothesis is failed to reject.

On the basis of results, following are the suggestions:

- a. Teachers may design friendly environment in the class so that all pupils can take part in activities enthusiastically.
- b. Curriculum developers must include interested activities and games which promote different life skills among students i.e. teamwork, confidence, conflict resolution etc.
- c. Schools may arrange extra-curricular activities in a week because it helps for the enhancement of social skills among learners.
- d. Teachers may conduct activities in a class which should be based on group work so the students can enhance life skills.
- e. Schools may arrange workshops for students on life skills development.
- f. Schools may provide opportunities to their students for the participation in different activities, so through those activities they can enhance their life skills.

**Declaration of conflict of interest**

The author(s) declared no potential conflicts of interest(s) with respect to the research, authorship, and/or publication of this article.

**Funding**

The author(s) received no financial support for the research, authorship and/or publication of this article.

**ORCID ID**

Sidra Munir <https://orcid.org/0009-0007-9016-498X>

Arshad Iqbal <https://orcid.org/0009-0008-3729-2664>

Quratul Ain Hina <https://orcid.org/0000-0001-9698-7759>

**Publisher's Note**

IDEA PUBLISHERS (IDEA Publishers Group) stands neutral with regard to jurisdictional claims in the published maps and institutional affiliations.

## References

- Ahmad, S., & Bano, A. (2020). Rehabilitation of children with intellectual disability: challenges in social skills training in Khyber Pakhtunkhwa, Pakistan. *Liberal Arts and Social Sciences International Journal (LASSIJ)*, 4(1), 171–188. <https://doi.org/10.47264/idea.lassij/4.1.16>
- Albal, R. D., & Koujalagi, N. Y. (2018). Challenges of rural youth today. *Aayushi International Interdisciplinary Research Journal (AIIRJ)*, 5(1), 223-237.
- Ashraf, T., Abiodullah, M., & Iqbal, M. Z. (2021). Analysis of social responsibility skills with reference to life skills in secondary school curriculum. *Pakistan Social Sciences Review*, 4(5), 368-381.
- Bala, R., Sangwan, S., & Rani, P. (2019). Significance of social skills among adolescents. *International Journal of Current Microbiology and Applied Sciences*, 8(3). <https://doi.org/10.20546/ijcmas.2019.803.292>
- Campbell, G. (2008). Social skills training, evaluating its effectiveness for students with learning disabilities, emotional, and behavioural disorders. *Journal of the American Academy of Special Education Professionals*, 5(25).
- Dhingra, P., & Rani, R. (2019). Importance of social skills for adolescents. *Journal of Emerging Technologies and Innovative Research*, 3(6).
- Fallahchai, R. (2012). Effectiveness of academic and life skills instruction on the freshmen academic achievement. *Journal of Life Science and Biomedicine*, 2(4), 137-141.
- Gohary, E. I. & Hatem., O.A.S. (2021). The impact of e-marketing practices on market performance of small business enterprises. *an empirical investigation*. University of Bradford.
- Gokel, O., & Dagli, G. (2017). Effects of social skill training program on social skills of young people. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(11). <https://doi.org/10.12973/ejmste/79615>
- Hasa, (2017). Difference between research methods and research design. *PEDIAA*. <https://pediaa.com/difference-between-research-methods-and-research-design/>
- Jamali, S. (2016). The effect of life skills training on mental health of Iranian middle school students: a preliminary study. *Iranian Journal of Psychiatry*, 11(4), 250-269.
- Kadesjo, B., Janols, L. O., Korkman, M., Mickelsson, K., Strand, G., Trillingsgaard, A., Bredesen, A. M., Lambek, R., Ogrim, G., & Gillberg, C. (2017). *Five-To-Fifteen Revised (5-15R)*.
- Kazemi, R., Momeni, S., & Abolghasemi, A. (2013). The effectiveness of life skill training on self-esteem and communication skills of students with dyscalculia. *Procedia-Social and Behavioural Sciences*, 114(1). <https://doi.org/10.1016/j.sbspro.2013.12.798>

- Loannis, F., & Maria, N.S. (2017). Development and growing of social skills in teaching procedure: teaching actions and suggestions. *Journal of Education and Human Development*, 6(1). <https://doi.org/10.15640/jehd.v6n1a12>
- Malik, F., & Shujja, S., (2013). Social competence and school systems as predictors of academic achievement in high and low achieving Pakistani school children. *Journal of Behavioural Sciences*, 23(1). <https://researchgate.net/publication/261130815>
- Mantz, I. (2017). *School-based social-emotional development: the role of relationships and teaching*. Dissertations submitted to the University of Delaware.
- Meenu., & Rani, R., (2021). Life skills among secondary school students: a study across gender. *International Journal of Multidisciplinary Educational Research*, 10(7).
- National Institute of Mental Health. (2000). *Children's social and emotional competence critical to a good start in the early years of school*. National Institute of Health. <http://nimh.nih.gov/chidhp/prfan.cfm>
- Ozbey, S., & Gozeler, M.K. (2020). A study on the effect of the social skill education on the academic self respect and problem solving skills of the pre-school children. *International e-Journal of Educational Studies*, 4(8). <https://doi.org/10.31458/iejes.727590>
- Prajapati, R. Sharma, B., & Sharma, D. (2017). Significance of life skills education. *Contemporary Issues in Education Research*, 1(10), 1-10.
- Rani, M. S., & Neeraj, M. (2020). A study on life skills of senior secondary students. *International Journal of Scientific Research in Science and Technology*, 7(6). <https://doi.org/10.32628/IJSRST207611>
- Rashid, T. (2010). Development of social skills among children at elementary level. *Bulletin of Education Research*, 32, (1), 69-78.
- Sharma, R., Goswami, V., & Gupta, P. (2016). Social skills: their impact on academic achievement and other aspects of life. *International Journal for Innovative Research in Multidisciplinary Field*, 2(1).
- Sittar, K., Munawar, S., & Malik, M. (2020). Measuring life skills of secondary school teachers in district Narowal. *Journal of Secondary Education and Research*, 2(2), 43-52
- Sultan, S., Saleem, M., & Durani, A.K. (2021). Life skills as determining factors for academic benefits among adolescents. *University of Wah Journal of Social Sciences*, 1(4), 15-26.
- Sumen, O. O., & Calisici, H. (2017). Examining the 21<sup>st</sup> century skills of secondary school students: a mixed method study. *Journal of Education and Social Policy*, 4(4).
- Sungur, G., & Bal, P.N. (2016). Analysis of 4<sup>th</sup> grade students' problem solving skills in terms of several variables. *Journal of Education and Practice*, 7(14).