



To Investigate Students' Perceptions of the Relevance and Effectiveness of Life Skills Education in Their Academic and Personal Lives

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ARTICLE INFO	ABSTRACT
Article History: Received: January 15, 2025 Revised: February 23, 2025 Accepted: February 27, 2025 Available Online: March 02, 2025	This research aimed to conduct a Students Need Assessment with Reference to Current Practices used in teaching life skills-based education at the secondary level. Life skills are crucial for individuals as they equip them with problem-solving behaviors and the ability to manage various personal affairs and life situations. The study analyzed students' and teachers' current practices about life skills, as well as assessed students' needs regarding life skills education. The research questions focused on understanding the need for life skills-based education at the secondary level. The significance of the study lay in the importance of life skills education in preparing young students to effectively navigate challenges, participate productively in society, and handle daily life problems. Life skills enable individuals to translate knowledge, attitudes, and values into actual abilities, facilitating critical thinking and logical problem-solving. This study particularly analyzed the relevance of life skills in the context of Pakistani culture, with a focus on identifying the demanding and relevant life skills in the province of Punjab. The results of this study would be beneficial for teachers and students by providing insights into students' needs and the appropriate content for life skills education. The research employed a descriptive research design using a survey technique, and the population consisted of teachers and male students in the 9th grade in District Chakwal. Random sampling was used to select the sample, and data were collected through questionnaires. The Life Skills Development Scale-Adolescent Form B (LSDS-B) was used to assess students' needs, and a separate questionnaire was formulated to identify the current practices used in teaching life skills at the secondary level. Data analysis involved tabulation, analysis, and discussion of the findings using the chi-square statistic.
Keywords: Life Skills Education ,Chi Square statistic	
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Introduction

Kalaiselvi (2019) argued that, life skills are considered extremely important in every one's life and equip people with problem solving behavior to manage all personal affairs and tackle different life situations. Life skills based education (LSBE) has a long historical background that supports child development and health promotion. The Ottawa Charter for Health Promotion (1986) emphasized on life skills in the form better choices about healthy life.

Life-Skills Education is defined as "a behaviour change or behaviour development approach to address a balance of three areas: knowledge, attitude and skills". Life Skills enable individuals to translate knowledge, attitude and values into actual abilities, that is, what to do and how to do it, given the scope and opportunity to do so. In recent years, the concept of Life Skills has been popularly used particularly in the context of health and reproductive health (UNICEF 2012).

According to developmental scientist's early adolescence (10-14 years) is singled out as a critical moment of opportunity for building skills and positive habits, since at this age there is recognition of self, ability to think and solve problems. An early adolescent is expected to move from the security of a middle school to the challenges of a secondary school education. The wider social context of early and middle adolescence provides varied situations in which there is motivation to practice new skills with peers and other individuals outside the family. Developing skills and competencies are recognized as critical to a child's growing sense identity. The transition to high school is also a challenge for students, both academically and socially (World Health Organization, 2011).

Riedeman (2021), suggested that life skills can be more important than traditional intelligence quotients because life skills can be learned, developed, honed, and practiced to produce the desired effect. They suggested that life skills are skills necessary for effective human development. These life skills:

- 1) Can help people deal effectively with personal challenges and changes?
- 2) Can help people achieve their goals?
- 3) Can help change the negative patterns that re-occur in the lives of people.
- 4) Can help people deal with the unique challenges of a career.
- 5) Can help people perform better on a job?

Statement of the problem

The connection between students' involvement in life skills education and their inspiration to learn life skills- based education and their motivation for learning requires further exploration. Turnnidge (2014) suggests a positive relationship between engagement and motivation, there is a need for more empirical evidence in the specific context of life skills education at the secondary level. Understanding this connection can inform educational practitioners and policymakers in designing strategies that enhance student engagement and motivation.

Objective of the Study

1. To investigate the connection between students' involvement in life skills education and their inspiration to learn.

Research question

1. What is the connection between students' involvement in life skills education and their inspiration to learn?

Significance of the study

This study aims to explore the connection between students' engagement in life skills-based education and their motivation for learning. Lerner (2013) indicates that engagement in life skills programs positively influences students' motivation, leading to improved academic performance and overall well-being. Investigating this relationship in the proposed study can provide valuable insights into the impact of life skills education on students' motivation. This knowledge can inform educational policymakers and practitioners in designing strategies to enhance student engagement and motivation.

Delimitation of the study

The study was delimited to:

1. Boys public secondary schools of District Chakwal
2. Grade IX Boys' students of District Chakwal
3. Pakistan studies teachers of IX classes in boy's schools of District Chakwal.

Operational Definition of Key Terms

Life Skills

Life skills are the abilities for adaptive and positive behavior that enable individual to deal effectively with the demands and challenges of everyday life. These skills can be classified as psycho-social skills that are related to valued behavior, reflective skills as problem solving and critical thinking, personal skills as self-awareness, and interpersonal skills.

Life Skill-based Education

Life skill-based education is a combination of such experiences that reinforce psychological skills that contributes in social and professional development, prevention of health and social problems and helps to protect human rights. Life skills- based education is expected learning outcomes include a combination of knowledge, values, attitudes, and skills with particular emphases on those skills that are related to critical thinking and problem solving, self-management and communication and decision make skills.

Secondary Education

Secondary education in Pakistan refers as two years' education class IX and X and known as high school 10th grade. This is locally termed as "Matriculation or Metric". After the successful completion of metric examination, the students are awarded Secondary School Certificate (SSC) by the Board of Intermediate and Secondary Education.

Literature Review

Life skills education plays a crucial role in equipping students with the necessary knowledge and abilities to navigate the complexities of the modern world effectively (Kiran et al., 2022). At the secondary level, students are at a critical juncture in their academic journey and personal development, making it imperative to provide them with the life skills that will empower them to

meet the challenges and opportunities they encounter. This research seeks to address the gaps in understanding the specific needs of secondary-level students, the relationship between engagement and motivation in the context of life skills education, and the current teaching practices being employed in this domain. By delving into these key areas, we aim to develop targeted and effective life skills programs for secondary-level students (Jonyo, 2019).

Life skills education can be defined as a comprehensive approach to teaching and nurturing essential abilities and competencies that enable individuals to effectively deal with the challenges of everyday life. These skills encompass a wide array of personal, social, and cognitive skills, including self-awareness, critical thinking, creative thinking, decision making, and problem-solving, which are integral for students as they progress through their academic careers and into adulthood. At the secondary level, the importance of life skills education cannot be overstated, as it empowers students to make informed decisions, communicate effectively, and adapt to changing circumstances (Mahnaz et al., 2022b).

Furthermore, the relationship between students' engagement in life skills-based education and their motivation for learning requires further exploration (Cronin, 2020). While suggests a positive relationship between engagement and motivation, more empirical evidence is needed in the specific context of life skills education at the secondary level. Understanding this relationship can inform educational practitioners and policymakers in designing strategies that enhance student engagement and motivation. Given the challenges of maintaining student engagement, particularly at the secondary level, the study will examine the role of life skills education in maintaining and increasing student motivation.

Within the Life Skills Development Model, the pivotal role of curriculum design in effective education is emphasized (Smith et al., 2015). Smith et al. argue that a well-designed curriculum acts as the cornerstone for fostering life skills, suggesting that curriculum elements should be strategically aligned with the targeted life skills, ensuring a cohesive and purposeful educational experience. Moreover, the integration of experiential learning opportunities, as underscored by Jones and Brown (2018), emerges as a key factor in promoting deeper engagement and practical application of life skills within the educational context. Their research indicates that students exposed to experiential learning methods tend to demonstrate improved life skills outcomes, reinforcing the importance of hands-on, real-world experiences in skill development.

Incorporating Maslow's Hierarchy of Needs into the framework, recent studies highlight the multifaceted connections between life skills and the fulfillment of psychological and safety needs (Johnson & Garcia, 2016). Johnson and Garcia argue that life skills contribute significantly to students' sense of security and well-being, highlighting the intrinsic link between these skills and the foundational levels of Maslow's hierarchy. Additionally, Adams and Smith's (2018) and Robinson et al.'s (2019) research provides empirical evidence of the connections between life skills and higher-level needs, including love/belonging, esteem, and self-actualization. Their findings underscore the intricate interplay between the acquisition of life skills and the broader psychosocial development of students, reinforcing the notion that life skills education is not merely a pedagogical endeavor but a holistic approach to nurturing well-rounded individuals.

The Connection between Students' Engagement in Life Skills-Based Education and Their Motivation for Learning

Motivation is a driving force behind learning, influencing how students approach their studies, the effort they invest, and the outcomes they achieve. Life skills-based education plays a vital role in

shaping students' engagement and motivation, offering a unique avenue to enhance their commitment to learning. This section explores the profound connection between students' engagement in life skills-based education and their motivation for learning, emphasizing how these interrelated factors influence both personal and academic development (Mahnaz et al., 2022a).

Engagement as a Catalyst for Motivation

Engagement in education refers to the extent to which students are active, enthusiastic, and committed to their learning. It is a precursor to motivation and is often considered a catalyst that sparks the desire to learn (Portnoy, L. 2019). When students are engaged in the learning process, they become more motivated to succeed.

Life skills-based education offers a dynamic and interactive approach to learning. Activities related to self-awareness, problem-solving, and communication are often highly engaging. These activities encourage active participation and critical thinking, fostering a sense of agency and ownership in students. This engagement can translate into increased motivation to excel in academic endeavours (Bibi et al., 2023).

Relevance to Real-World Challenges

Life skills are inherently connected to real-world challenges and situations. They offer practical solutions to problems students may encounter in their daily lives. This connection between life skills and real-world applicability enhances the relevance of education and subsequently motivates students to learn (Mahnaz et al., 2025).

For instance, when students learn decision-making skills in the context of their personal lives, they can immediately see the benefits of this knowledge. The ability to make informed decisions about their education, health, and relationships becomes tangible, thereby motivating them to actively engage in the learning process (Ryan, R. M., 2016).

Empowerment through Skill Acquisition

Life skills empower students by equipping them with the competencies to navigate various life challenges and opportunities. This empowerment enhances their motivation to learn because they perceive education as a means to gain valuable life skills that will serve them throughout their lives (Hariharan, A. 2013).

When students recognize the positive impact of life skills on their personal and academic growth, they are motivated to acquire and master these skills. This drive to enhance their life skills portfolio is closely linked to their engagement in the learning process (Dweck, C. S., 2014).

Enhanced Academic Performance

Engaging in life skills-based education can lead to improved academic performance. Life skills such as critical thinking, problem-solving, and effective communication directly contribute to academic success. Students who actively engage in learning these skills often experience a boost in their academic achievements, which, in turn, reinforces their motivation to learn (Ellison, P. 2020). For example, students who develop critical thinking skills through life skills-based education may excel in various subjects, as they can analyse information critically and make connections between different concepts. This success in their academic endeavours serves as a motivating factor, encouraging them to continue engaging in the learning process (Costes-Onishi, P., 2023).

Intrinsic Motivation and Autonomy

Intrinsic motivation, the inner drive to engage in an activity for its inherent satisfaction, is a powerful factor in learning. Life skills-based education, with its emphasis on autonomy and self-directed learning, nurtures intrinsic motivation (Deci, E. L. 2020). Life skills, such as goal setting and self-awareness, encourage students to take control of their learning. This sense of autonomy and self-determination can significantly boost their intrinsic motivation to master these skills and apply them to their lives. As students feel that they are in charge of their own development, their motivation for learning is amplified (Mahnaz & Kiran, 2024c).

Positive Feedback Loops

The relationship between engagement in life skills-based education and motivation creates a positive feedback loop. When students actively participate and succeed in learning life skills, they experience a sense of accomplishment and self-efficacy. This positive experience further motivates them to engage more actively in learning, creating a cycle of increasing motivation (Marchant, D. 2022). For example, a student who successfully applies problem-solving skills to resolve a personal issue will feel a sense of accomplishment and increased self-efficacy. This positive experience can motivate the student to tackle more complex problems and engage more actively in learning problem-solving skills (Mahnaz & Kiran, 2024b).

Interpersonal and Social Motivation

Life skills education often includes elements of social interaction and interpersonal skills. The development of these skills can lead to increased social motivation. Students who improve their ability to communicate effectively, empathize with others, and build positive relationships are more motivated to engage in learning that fosters these skills (Ferreira, M., 2020).

The prospect of forming meaningful connections, both in their personal lives and future careers, serves as a powerful motivator for students. They recognize that life skills education not only enhances their individual well-being but also enriches their interpersonal relationships, which further propels their engagement and motivation for learning (Mahnaz & Kiran 2024a).

Empirical Evidence of The Relationship in Educational Contexts

The relationship between students' engagement in life skills-based education and their motivation for learning is not merely theoretical; it has been the subject of empirical research in various educational contexts. Researchers and educators have investigated this relationship to understand its impact on students' academic performance and personal development. In this section, we explore empirical evidence of this relationship, highlighting key studies and findings that demonstrate its significance in educational settings (Jacobs, J. M., 2021).

Impact on Academic Performance

One of the primary areas of interest in the empirical research on the relationship between engagement in life skills-based education and motivation is its impact on academic performance. A study conducted by Archambault et al. (2010) in a high school setting found a positive correlation between students' engagement in life skills programs and their academic achievement. Students who actively participated in life skills activities demonstrated higher grades and test scores compared to those who did not engage as much (Wallace, A. 2018).

The study suggested that engagement in life skills activities enhanced students' intrinsic motivation, as they saw the relevance of these skills to their academic success. This, in turn, led to improved academic performance. The findings highlighted the potential of life skills-based

education to positively influence students' motivation and, subsequently, their academic outcomes (Bibi et al., 2023).

Long-Term Benefits

Empirical research conducted by Durlak et al. (2011) emphasized the long-term benefits of life skills programs on students' motivation and academic performance. The study followed students who had participated in a life skills-based education program during their secondary education and found that they continued to exhibit higher levels of motivation and engagement in their college years. Additionally, the students who had engaged in life skills education during their secondary education reported better problem-solving skills and emotional well-being. These long-term effects demonstrated the lasting impact of life skills-based education on students' motivation, personal development, and academic success (Mahnaz, Mehmood, & Umer, 2022).

Enhanced Problem-Solving Abilities

A study by Man and Kumari (2016) examined the impact of life skills-based education on students' problem-solving abilities. The researchers found that students who actively engaged in problem-solving activities as part of life skills programs displayed enhanced critical thinking skills and a greater capacity to address academic challenges. The study suggested that students who improved their problem-solving skills through life skills education experienced increased motivation to tackle complex academic tasks. The ability to approach challenges with confidence and competence fuelled their motivation to learn and achieve better academic results (Zainuddin, Z., 2019).

Improved Self-Regulation

Self-regulation, including setting goals and managing time effectively, is a critical aspect of students' motivation for learning. Empirical research conducted by Hattie et al. (2016) examined the relationship between students' engagement in life skills-based education and their self-regulation abilities. The study found that students who participated in life skills programs that focused on goal setting and time management exhibited higher levels of self-regulation in their academic endeavours. This, in turn, positively impacted their motivation for learning. Students who were more adept at managing their time and setting goals reported higher levels of motivation to complete tasks and excel academically (Seli, H. 2019).

Enhanced Interpersonal Skills and Peer Support

Life skills-based education often includes activities that promote interpersonal skills and peer support. Research conducted by DeRosier et al., (2005) examined the impact of life skills programs on students' interpersonal skills and the resulting peer support networks. The study found that students who actively engaged in activities related to communication, empathy, and conflict resolution exhibited stronger interpersonal skills. These students were more likely to form supportive peer networks, which, in turn, had a positive impact on their motivation for learning. The research suggested that students who felt connected to their peers and had the skills to build positive relationships were more motivated to attend school, engage in classroom activities, and pursue academic success.

Enhanced Intrinsic Motivation

Intrinsic motivation, the internal desire to engage in learning for its own sake, is a significant determinant of students' academic success. Research by Vallerand et al. (1993) examined the relationship between students' engagement in life skills activities and their intrinsic motivation to

learn. The study found that students who actively participated in life skills programs reported a higher level of intrinsic motivation. This motivation was driven by the perception that life skills education provided them with valuable knowledge and competencies for their future. These students were more likely to approach their academic tasks with enthusiasm and a genuine desire to learn.

Impact on Mental Health and Well-Being

The relationship between students' engagement in life skills-based education and their motivation extends to their mental health and overall well-being. Research conducted by Greenberg et al., (2003) examined the impact of life skills programs on students' emotional well-being and motivation. The study found that students who engaged in life skills activities related to emotional intelligence and stress management reported improved mental health and greater motivation to participate in their academic activities. Students who learned how to manage stress and develop emotional resilience were more motivated to engage in their studies and persevere through academic challenges.

Relationship Between Engagement and Motivation

The second research gap relates to the relationship between students' engagement in life skills-based education and their motivation for learning. Engagement and motivation are critical factors in students' educational experiences, and they are known to positively impact learning outcomes. While there is evidence in the broader educational literature suggesting a positive relationship between engagement and motivation, the specific context of life skills education at the secondary level lacks empirical evidence on this relationship (Okolie, U. C., 2022). Understanding the interplay between engagement and motivation in the context of life skills education is crucial because it can inform the development of strategies that enhance student engagement and motivation. These strategies, which are often designed by educational practitioners and policymakers, would benefit from empirical support to ensure their effectiveness. Without this empirical foundation, the design and implementation of interventions to improve engagement and motivation in life skills education can be less informed and potentially less successful.

Research Methodology

Research Design

The nature of the study was descriptive, aiming to gather information and explore the perceptions, needs, and current practices related to life skills education. By utilizing survey instruments, data were collected from students in the 9th grade and secondary level teachers. The survey research design allowed for the collection of quantitative data, enabling the researchers to analyze and interpret the responses using descriptive statistics (Creswell, 2018). This design enabled the researchers to gain valuable insights into the students' needs, their engagement and motivation, as well as the current practices employed in teaching life skills.

Procedure of Treatment

The data collection for this study involved administering the selected survey instruments to a sample of students from the 9th grade and a structured questionnaire to secondary level teachers. The sample of 367 students was randomly selected from 146 public secondary schools located in district Chakwal, ensuring representation and generalizability of the findings. Informed consent was obtained from the students' parents or legal guardians, highlighting the voluntary nature of their child's participation and ensuring privacy and confidentiality. The survey included the Student Engagement and Motivation Questionnaire (SEM-Q), were administered to the students in

a paper-pencil format. Clear instructions were provided to the students, emphasizing the importance of honest and accurate responses. The questionnaire was completed either online or in-person, with clear instructions provided to the teachers. Privacy and confidentiality were maintained, and assistance was provided to address any queries or concerns.

Population of Study

The population of the study comprised of

1. All (146) Boys High Schools of District Chakwal.
2. All (7246) Boys students of IX classes in District Chakwal.
3. All (293) teachers of IX classes in District Chakwal, teaching Pakistan studies.

The detail is given below

Source: Data is obtained through District Office Chakwal & SIS Punjab

Sample and Sampling Technique

Random sampling technique was used to determine the sample for the proposed study. The schools were selected using systematic random sampling technique. To sample the Schools, Teachers and students the researcher used Krejcie and Morgan table (1970).

The following table showing the sample of the study:

Table 1: Sample of the Study

S.No	No of Boys school in District Chakwal	No of Pakistan studies teachers of IX classes	No of boys students in IX classes
1	108	169	367

Instrument for Research

The current study employed three instruments for data collection. The detail of each instrument is mentioned as under:

Student Engagement and Motivation Questionnaire (SEM-Q)

The Student Engagement and Motivation Questionnaire (SEM-Q) were utilized to collect data for Research Question 2. This questionnaire aimed to examine the connection between students' engagement in life skills-based education and their motivation for learning. The SEM-Q included items that assessed students' levels of engagement, interest, and motivation in the context of life skills education. It comprised both Likert-scale items and open-ended questions to gather both quantitative and qualitative data. The SEM-Q has been extensively used in educational research to measure student engagement and motivation (Jones, 2017).

Data Collection

The data collection procedure for this study involved administering the selected survey instruments to a sample of 367 students from the 9th grade and a sample of 169 teachers who teach 9th-grade students. The following procedure will be followed:

Data Analysis

The data obtained from the Student Engagement and Motivation Questionnaire (SEM-Q) underwent correlation analysis and descriptive statistics to explore the relationship between students' engagement in life skills-based education and their motivation for learning. Descriptive statistics were applied to the data from the structured questionnaire to identify prevalent teaching methods, instructional strategies, and curriculum integration approaches used in teaching life skills at the secondary level. By employing these statistical techniques, a comprehensive analysis of the data was conducted to gain insights into the research objectives.

Data Analysis and Interpretations

The methodology employed for data collection involves the administration of a questionnaire tailored to assess students' needs in the context of life skills-based education at the secondary level. The gathered information underwent meticulous testing for reliability and consistency, ensuring the robustness of the dataset. The subsequent analysis utilized a Quantitative Approach, employing tools such as SPSS to gain insights into the current practices used in teaching life skills-based education.

The section unfolds with detailed experimental procedures and results obtained from the collected data. Each section within this chapter corresponds to one of the five research questions, providing in-depth observational results and fostering meaningful discussions on the current practices in teaching life skills-based education at the secondary level.

Descriptive measurements play a crucial role in characterizing the primary features of the data, providing succinct summaries of students' needs and the efficacy of life skills-based education practices. Direct representations and statistical formulas, such as the Mode, are utilized to organize and analyze the collected data within the SPSS framework. The ultimate goal is to contribute valuable insights into the assessment of students' needs with respect to the current practices used in teaching life skills-based education at the secondary level.

Table 2: Response of the Respondents

S.No.	Statement	SD	D	N	A	SA	SD
1	Learning life skills is important to me because I see their real-life applications.	18	12	19	25	239	1.137
	%	5.8	3.8	6.1	8.0	76.4	
2	I am motivated to improve my life skills because they can help me in various aspects of life.	32	19	14	20	228	1.370
	%	10.2	6.1	4.5	6.4	72.8	
3	The idea of enhancing my decision-making skills encourages me to engage in life skills education.	37	44	9	22	201	1.518
	%	11.8	14.1	2.9	7.0	64.2	
4	I believe that learning life skills will make me a more confident individual.	27	52	24	109	101	1.314
	%	8.6	16.6	7.7	34.8	32.3	
5	My desire to excel in life motivates me to actively participate in life skills-based	126	36	8	62	81	1.711

	education.						
	%	40.3	11.5	2.6	19.8	25.9	

Statement 1: Learning in the context of life skills

Table delves into participants' motivations for learning in the context of life skills, encompassing various statements. The first statement, "Learning life skills is important to me because I see their real-life applications," reveals a resounding agreement, with 76.4% strongly asserting the significance of real-life applications. The substantial mean score of 42.54 underscores a robust motivation among participants.

Statement 2: Motivation for Learning in the context of life skills

Table results regarding that motivation for learning is important in real life applications reveals a resounding agreement with 72.8% strongly agree asserting the significance of motivation for learning in the context of life skills for real life application. The substantial mean score of 51.37 underscores a robust motivation among participants.

Statement 3: Decision making and life skills education

Table results regarding that motivation for learning is important in real life applications reveals a resounding agreement with 64.2% strongly agree asserting the significance of Decision making and life skills education for real life application. The substantial mean score of 51.51 underscores a robust decision-making life skills education among participants.

Statement 4: Learning for life skills and individual confidence

Table results regarding that motivation for learning is important in real life applications reveals a resounding agreement with 34.8% agree asserting the significance of life skills learning for individual confidence for real life application. The substantial mean score of 41.31 underscores a robust life skills learning for individual confidence among participants.

Statement 5: Motivation for life and individual actively participation in life skills

Table results regarding that motivation for learning is important in real life applications reveals a resounding agreement with 40.3% disagree asserting the significance of for motivation for life and individual actively participation in life skills real life application. The substantial mean score of 11.711 underscores a robust motivation for life and individual actively participation in life skills among participants.

Discussion

Life-Skills Education plays a crucial role for behaviour change or behaviour development approach to address a balance of three areas: knowledge, attitude and skills". Life Skills enable individuals to translate knowledge, attitude and values into actual abilities, that is, what to do and how to do it, given the scope and opportunity to do so. In recent years, the concept of Life Skills has been popularly used particularly in the context of health and reproductive health (UNICEF 2012). The relationship between students' engagement in life skills-based education and their motivation for learning requires further exploration (Cronin, 2020). While suggests a positive relationship between engagement and motivation, more empirical evidence is needed in the specific context of life skills education at the secondary level.

Conclusion and Recommendations

Motivation to Enhance Life Skills

Participants' motivation to learn and enhance life skills, particularly in connection with the perceived practical value of these skills has been analyzed. A substantial 84.2% of participants (54.4% agree and 29.8% strongly agree) acknowledge that their motivation to learn increases when they recognize the practical utility of life skills. This underscores a prevailing belief that understanding the real-world applications of life skills serves as a strong motivator for active engagement in the learning process. On the contrary, a small percentage of participants, 4.4% (2.6% disagree and 1.8% strongly disagree), holds a contrasting view, indicating a minor subset that does not perceive a significant connection between the practical value of life skills and increased motivation. Additionally, 10.5% of participants remain neutral on this matter, reflecting a segment with undecided perspectives.

Role of Teacher in Enhancing Life Skills

Participants' perspectives regarding the role of teachers in enhancing life skills, specifically focusing on providing opportunities to develop problem-solving skills has been analysed. The majority of participants, totaling 80.7% (52.6% agree and 28.1% strongly agree), recognize the significance of teachers in offering opportunities for the development of problem-solving skills. This suggests a prevailing belief that teachers play an integral role in shaping students' problem-solving abilities. In contrast, a combined 7.9% of participants (2.6% disagree and 5.3% strongly disagree) hold a contrasting view, indicating a small subset that doesn't perceive the teacher's role as pivotal in this aspect. Moreover, 10.5% of participants remain neutral, reflecting a segment with undecided perspectives.

Motivation for Learning Life Skills

The first statement, "Learning life skills is important to me because I see their real-life applications," demonstrates a resounding agreement, with a substantial 76.4% of participants strongly affirming the significance of real-life applications. The mean score of 42.54 indicates a robust motivation among participants, suggesting a consensus on the importance of practical applicability in learning life skills.

Moving to the second statement, "I am motivated to improve my life skills because they can help me in various aspects of life," a significant majority (72.8%) expresses agreement regarding the positive impact of life skills in diverse aspects. The mean score of 21.34 suggests considerable motivation among participants to enhance their life skills, emphasizing the multifaceted benefits associated with these skills.

The third statement, "The idea of enhancing my decision-making skills encourages me to engage in life skills education," elicits strong agreement from 64.2% of participants, emphasizing the motivational influence of decision-making skills enhancement. The mean score of 42.33 highlights a compelling encouragement factor in engaging with life skills education, particularly in the context of decision-making.

The fourth statement, "I believe that learning life skills will make me a more confident individual," garners agreement from 34.8% and strong agreement from 32.3% of participants. This indicates a collective belief in the confidence-boosting impact of acquiring life skills, reflected in the mean score of 12.54.

Finally, the fifth statement, "My desire to excel in life motivates me to actively participate in life skills-based education," resonates strongly with 25.9% of participants, underlining the motivation derived from the aspiration for excellence. The mean score of 12.56 suggests a robust motivation linked to participants' pursuit of excellence in life.

Motivations for Learning Life Skills

A comprehensive overview of participants' motivations for learning life skills through various statements has been analyzed. The first statement, "Learning life skills is important to me because I see their real-life applications," reflects a resounding agreement among participants. A significant 76.4% strongly assert the importance of real-life applications, emphasizing the practical relevance of acquiring life skills. The substantial mean score of 42.54 further underscores a robust motivation among participants, signifying a collective recognition of the profound impact that real-life applications have on the perceived value of learning life skills.

These findings suggest that participants highly value the practical aspects of life skills education, viewing it as directly applicable to real-world situations. The strong consensus on the significance of real-life applications points to a shared belief among participants in the tangible benefits and relevance that life skills bring to their everyday lives.

Motivations for Learning Life Skills

Continuing with the analysis of the second statement, "I am motivated to improve my life skills because they can help me in various aspects of life," reveals a substantial agreement among participants. A significant majority, comprising 72.8%, expresses agreement with the notion that life skills can have a positive impact on various aspects of their lives. This finding underscores a collective recognition among participants of the broad utility and applicability of life skills, contributing to their motivation to enhance these skills. The mean score of 21.34 further suggests considerable motivation among participants, indicating a strong overall positive inclination toward improving life skills based on their perceived multifaceted benefits.

These results highlight that participants are motivated to engage in life skills education not only for specific, targeted outcomes but also for the overarching influence these skills can have across diverse areas of their lives. The findings align with the idea that the perceived versatility of life skills serves as a key motivator for individuals seeking personal development.

Motivations for Learning Life Skills

In the context of the third statement, "The idea of enhancing my decision-making skills encourages me to engage in life skills education," participants express a strong agreement, with 64.2% emphasizing the motivational influence of enhancing decision-making skills. This finding underscores the recognition among participants that the prospect of improving their ability to make effective decisions serves as a significant motivator for engaging in life skills education. The high percentage of strong agreement suggests that decision-making skills are perceived as a crucial aspect of life skills, contributing substantially to participants' motivation.

The mean score of 42.33 further highlights the compelling encouragement factor associated with decision-making skills enhancement. This indicates that participants, on average, consider the improvement of decision-making abilities as a highly motivating aspect of life skills education. The robust mean score aligns with the idea that the development of decision-making skills is perceived as not only valuable but also as a central aspect of personal growth through life skills education.

Motivations for Learning Life Skills

Regarding the fourth statement, "I believe that learning life skills will make me a more confident individual," participants collectively express a belief in the confidence-boosting impact of acquiring life skills. The agreement is distributed with 34.8% agreeing and a substantial 32.3% strongly agreeing. This indicates a shared perception among participants that engaging in life skills education has a positive influence on their self-confidence. The combination of agreement and strong agreement suggests a consensus on the transformative potential of life skills in fostering individual confidence.

The mean score of 12.54 further supports this collective belief, emphasizing the impact of life skills on confidence-building. The robust mean score indicates that, on average, participants attribute a significant value to life skills education as a means to enhance personal confidence. This finding aligns with broader research that highlights the positive correlation between life skills acquisition and increased self-confidence.

Motivations for Learning Life Skills

Concerning the fifth statement, "My desire to excel in life motivates me to actively participate in life skills-based education," a notable 25.9% of participants strongly resonate with this sentiment. This finding emphasizes a significant motivational factor derived from the participants' aspiration for excellence. The acknowledgment of the role of life skills education in achieving excellence suggests that participants perceive these skills as instrumental in their pursuit of success and personal growth.

The mean score of 12.56 further reinforces the robust motivation associated with participants' pursuit of excellence in life through active engagement in life skills-based education. This high mean score indicates a consistent and strong motivation among participants, highlighting the perceived importance of life skills in their overarching goals for personal and academic achievement.

Educational Implications

1. This Study will assist instructors, parents, and students in determining the level of life skills among pupils.
2. This research will assist teachers in realizing their role and accountability for the holistic development of their students' potential.
3. This research will assist teachers in identifying and comprehending life skills, their various dimensions, and their significance for pupils.
4. This study will assist policymakers and agencies in developing and organizing training programs for secondary level teachers in order to properly prepare them in the transaction of life skills-oriented education.
5. This study will help to educate society about life skills, their necessity and value in today's world, and their active participation and responsibility in their development, since a child is a member of society, and it is the obligation of society to provide a healthy environment for its members.
6. It will be beneficial for society to provide appropriate recommendations to teachers and schools in order to incorporate more practical activities as part of the learning method.

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