



Significance of Life Skills Education for Students and Teachers in District Rahim Yar Khan

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Abstract

The study examines the impact of life skills education on students' and teachers' personal development, social competence, and mental well-being. Utilizing a descriptive quantitative method, data was collected from 400 students and 100 teachers across four universities including KFUEIT RYK, IUB RYK Campus, NCBA&E RYK Campus, and Superior University RYK Campus in District Rahim Yar Khan, ensuring a representative sample through simple random sampling. To collect the data for this research study, two questionnaires (one for students containing 50 items, and one for teachers comprising 40 items) were used. Analysis via SPSS version 23 revealed that life skills education significantly enhances students' and teachers' personal and social development and mental well-being, with high awareness levels among students and teachers. Despite this, barriers such as lack of resources, inadequate teachers' training, and insufficient time allocation hinder effective implementation. To provide an accurate portrayal of the data descriptive statistics, such as the percentage, frequency, standard deviation, and mean, and inferential statistics, such as t-test and one-way ANOVA were utilized. The study found positive correlations between social skills development and successful outcomes, and between emotional skills development and mental well-being, underscoring the necessity of prioritizing life skills education and integrating these skills into the curriculum. The findings highlight the essential role of life skills education in fostering overall students' success and well-being, calling for institutions and policymakers to address implementation, barriers and emphasize social and emotional skill development to better prepare students for academic, personal, and professional challenges.

Keywords: *Life Skills Education, Personal Development, Social Competence, Mental Well-being*



Introduction

Education has a significant role in the creation of knowledge-literate and all-rounder personalities with an understanding of lifelong learning. Education of life skills is a main facet of current education and the same works has been paid ample attention. Life skill education is the practice of teaching and developing talents that help people accomplish daily tasks in life. Communication, critical thinking, decision-making, problem-solving, emotional intelligence, and social skills; Life skill education is intended to prepare them for their personal growth, academic achievements, and future employability by providing young learners with these essential tools (McMurray et al., 2016).

In the 20th century, skill education evolved with further emphasis on Vocational Education and Training (VET) where work preparatory programs were developed to teach individuals specific occupational knowledge comprising of practical skills like Mathematics reading and writing, etc. (Williams et al., 2016). The emphasis on life-long learning, up-skilling, and re-skilling reinforces the importance of gaining the skills that are required to keep pace with changing job market needs at a time when you have to stay competitive (Brown et al., 2021). On the whole, skill education has a longstanding history and hard-learned lessons that emphasize its necessity to provide people with the tools they need for work success which will assist them in contributing towards the economic well-being of societies at large. An overview of the progress is given including initiatives from skill education, and how it has transformed societies as well as economies throughout time.

Statement of the Problem

The problem addressed by the study is the lack of comprehensive understanding and assessment of the significance of life skills education in District Rahim Yar Khan. This research seeks to explore how life skills education is being implemented in the district, its effectiveness, and the challenges faced in its delivery. Additionally, it aims to examine the impact of life skills education on the student's academic performance, personal development, and their ability to cope with everyday challenges.

Significance of the Study

Life skill education contributes to grooming social and emotional intelligence, which is necessary for forming healthy relationships with others, controlling emotions, and being able to interact in a group (Dwivedi et al., 2022). Those who possess sound life skills are better able to deal with stress, adversity, and challenges in their lives. Life skill education and life skills promote resilience and mental well-being among people. Life skills education is



therefore necessary in our society because it can help to better equip someone for life and become more aware of who he or she truly is. Developing the tools to lead more satisfying, successful lives can help to make our communities healthier and happier.

Objectives of the Study

The objectives of the study are focusing on the significance of life skill education include:

- To measure the impact of life skills education on students' personal development and social competence.
- To assess the current level of awareness and understanding of life skills among students and teachers, in district Rahim Yar Khan.
- To identify barriers to the implementation of life skills education in institutions.
- To examine the relationship between social skills development and successful outcomes.
- To investigate the relationship between emotional skills development and mental well-being.

Literature Review

An individual requires a specific set of social skills and personal qualities to make highly skilled decisions, solve all kinds of problems, and engage with others as well as themselves about what is happening in their immediate environment. Life skills, in contrast; are the competencies that aid you to deal effectively with any situation to achieve your preferred outcome. Society adaptation support (encouraging adjustments to society), self-positive behaviors supportive system, and job manic supportive systems are some of how we build our life skills (Bertrand & Duflo, 2016).

What is Life Skill Education?

Learning life skills is one such talent. This enables the youngster to be able to govern his own life and systematically manage responsibilities. In this way of educating, we are dealing with the development of a child's capabilities so that when conditions permit, he will be able to use his intellect and capacity for judgment. These afflictions are destined to arise, consonant with the appearance of human life. So that he can be a helpful citizen later (Eben, 2024).

Life skill education is an essential part of the educational curriculum, which aims at nurturing young students to equip them with the necessary life skills to face the challenges of twenty-first century. The necessity of life and practical skill education is more pronounced in the case of South Punjab, where a large range of variables related to economic as well as cultural grounds have profound effects on trains at various levels. The purpose of literature is the



importance and relevance of life skill education in South Punjab which reflects on students' community (Van Laar et al., 2017).

Importance of Life Skills Education

The child will develop as all facets of his personality are taken into consideration. This is where life skill education comes in and this makes all of them very important for everyone's existence. Life skills are taught based on a child's overall personality. It empowers courage to deal with obstacles in achieving any goal and stamina to overcome all sorts of situations.

Integration of life skill education in the school curriculum has shown better results.

Participating in life skills practice can help a child with feeling better about themselves, social interaction, and self-confidence. Your life is getting more filled with practical skills.

We hopefully all want to lead successful lives but to do so; we must recognize the power of life skills (Van Laar et al., 2017). And applying it in our lives daily is just as important. Then our lives can flow in an easy and right direction. Life skills to being competent enough, how we can track our lives by living in all positive times and ways that you spend your whole day. Consequently, life skills are a critical part of our overall success (Kumar et al., 2021).

Types of Life Skills

Developing life skills is important and every life-skill has its importance to apply in life.

There are various types of life skills:

Thinking skills

These life skills include a person managing situations & problems during his/her existence, and these are critical thinking, problem-solving, decision-making, creativity, and innovation. These skills enable people to explore data, make decisions based on facts, and behave cautiously. Critical thinking skills are one of the key tools that are learned and fostered in colleges, read on to see how good critical thinking can improve your academic performance as well as help you to develop strong career prospects (Dwivedi et al., 2023).

Social skills

The skills are things like leadership, teamwork, collaboration, and effective communication. These skills help people to engage in appropriate social behaviors, function well in groups, and establish positive relationships with others. A social skill is like any other kind of ability: developing and keeping an easy conversation or connection with someone necessitates a bit of know-how. Unfortunately, you simply will not be successful in personal or professional relationships if your communication skills and ability to work together and resolve conflict



are out of balance. Good social skills can mean a better time in your life, in the office and amongst friends (Dwivedi et al., 2023b).

Emotional skills

The other areas are self-awareness, self-regulation, and empathy combined with resilience. Helping people to be aware of and control their feelings, and emotions - to know what they are feeling when it happens and being able how to react appropriately. It also gives the main tools to process stress or setbacks and manages a response that is more emotionally healthy. They are also important for personal emotional skills; self-awareness, regulation of oneself, and empathy. Understanding and managing your own emotions - as well as recognizing the feelings of those around you - can help to reduce conflict, improve relationships with others, lead to a more fulfilling life; full of love and social connections, enhance physical health, and increase mental strength in overcoming difficulties. Learning emotional intelligence can allow us to manage stress, feel more self-assured, and have a generally happier life (Hobfoll et al., 2018).

In short, all this comes under the name of life skills education that is, learning techniques to be able to cope with many different situations people face in everyday living. From relationships, communication, and socializing to personal concerns like health and hygiene (Jandrić et al., 2020). It teaches people how to balance budgets, jobs, and free time so they understand the impact of their actions on others (recognition of consequences), i.e. responsibility towards oneself. You gain an education in life skills; this is a critical aspect of ensuring you have both a happy, balanced life and that children are at least as sufficiently equipped to handle images too much for self-interests. Such kind of schooling helps them to resist obstacles easily, leave an impact on society and it also increases their interpersonal and organizational skills due to which they can cope with pressure (Herrman et al., 2022).

Research Methodology

The nature of the study was descriptive. The quantitative method was adopted by the researcher. The population of the study includes students and teachers from four universities including KFUEIT Rahim Yar Khan, IUB RYK campus, NCBA&E RYK Campus, and Superior University Rahim Yar Khan Campus located in the district of Rahim Yar Khan. This population is selected to provide a comprehensive understanding of life skills education within the higher education context of this district. The researcher selected 400 students and 100 teachers as a sample from a total population of 22,000 students and 500 teachers, due to the shortage of time and money. This sample is proportionate, representing 2.2% of the



student and 20% of the teacher population, ensuring adequate representation for both groups. A simple random sampling technique was adopted for the study. To collect the data for this research study, two questionnaires (one for students and one for teachers) were used. Questionnaires are considered a very effective and easy tool for the collection of data. A 5-point Likert scale was used in the questionnaires. The questionnaire that is used for students' data collection consists of 50 items and the questionnaire used for teachers' data collection consists of 40 items.

To validate the tool, it is consulted to the experts. They advised grammar modifications for improvement, clarity, and comprehension. The questionnaires were modified based on the judgments of the experts. Pilot testing was conducted. Cronbach's alpha is a method used for checking reliability which measures the correlation coefficient between variables.

SPSS version 23 was used to input all the collected data. The data were double-verified to guarantee that they were entered correctly. Values that were missing were added, and the formatting was inverted whenever it was necessary. Following the processing of the data and the addition of the lacking values, the data folders were prepared for the analysis of the data. To provide an accurate portrayal of the data and answers to the research questions posed by the study, descriptive statistics, such as the percentage, frequency, standard deviation, and mean, and inferential statistics, such as t-test and one-way ANOVA were utilized.

Data Analysis

This section presents the data analysis and resultant table findings. The first section describes the analyses regarding students' demographic information. The second portion presents the data gathered from students by statement. The third portion examines the disparity between students' opinions based on demographics. The fourth section provides the analysis of teachers' demographic information. The fifth portion analyses teachers' data by statement, while the last part examines the variance in teachers' opinions based on demographics.

Demographic Information of Students

Table 1
 Gender-Wise Distribution of Students' Sample

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 214 | 53.5 |
| Female | 186 | 46.5 |
| Total | 400 | 100 |

Table 1 shows that most of the students (53.5%) were males and 46.5% were females.



Table 2
Locality-Wise Distribution of Students' Sample

| Locality | Frequency | Percentage |
|----------|-----------|------------|
| Rural | 181 | 45.3 |
| Urban | 219 | 54.7 |
| Total | 400 | 100 |

Table 2 shows that 54.7% of the students are from urban areas and 45.3% are from rural areas.

Findings

The findings of this research study are given below.

Findings of Students' Data Regarding Thinking Skills

- The majority of the respondents (95.8%) responded that life skills education enhanced their critical thinking capabilities.
- Most of the participants (92.0%) responded that the intellectual process helped them to gain confidence in their problem-solving abilities.
- The majority of the students (83.2%) responded that they appreciate arguments and conversations because they allow them to examine diverse points of view.
- 81.8% of the respondents agreed that cognitive abilities have enhanced their analytical abilities.
- Most respondents (85%) agreed that they are confident in their capacity to adjust the new knowledge and changing conditions.
- The majority of the respondents (91.6%) responded that life skills education helped them to think critically in different situations.
- Most of the participants (86.8%) responded that they appreciate participating in things that increase interest and promote deep thoughts.
- The majority of the respondents (84.3%) agreed that they find themselves applying problem-solving techniques learned, to everyday challenges.
- The majority of the respondents (85.8%) responded that they are competent in determining the dependability and authenticity of information sources.
- The majority of the respondents (79.3%) agreed that logical reasoning in education has equipped them with tools to approach complex problems with confidence.
- 81.8% of the respondents agreed that logical thinking saves time.
- Most of the respondents (87.8%) agreed that learning thinking skills are a lifelong process.



- The majority of the students (91.0%) responded that to ensure a successful life, one should work on thinking skills.
- Most of the respondents (87.5%) agreed that thinking skills empower individuals.
- 84.2% of the participants responded that critical thinking skills in education have improved their ability to make educated judgments.
- The majority of students (82.8%) responded that thinking skills foster innovation and activity among individuals.
- Most of the participants (85.0%) agreed that education in critical thinking has improved their ability to assess difficult data and generate relevant conclusions.
- The majority of the respondents (78.7%) agreed that thinking skills in education have broadened their perspective and improved their problem-solving abilities.

Findings of Students' Data Regarding Social Skills

- The majority of the students (88.8%) agreed that interpersonal skills education has improved their communication abilities.
- Many respondents (85.0%) agreed that participating in communication skills education has improved their confidence in social interactions.
- 81.5% of the participants agreed that relationship-building abilities have helped them to develop vital abilities for creating healthy connections.
- A lot of the participants (82.3%) agreed that interpersonal skills education improved their collaboration skills.
- Many respondents (83.8%) agreed that participating in social competency development increased their empathy and awareness of different viewpoints.
- Most of the students (83.8%) agreed that sociability interaction helped them in strengthening their interpersonal abilities.
- The majority of respondents (82.8%) responded that interpersonal skills have helped them to become more confident in social settings.
- Most of the participants (88.3%) responded that social competency development has improved their ability to confidently navigate social interactions.
- The majority of the participants (81.0%) agreed that interpersonal skills enhance one's inner self-esteem.
- The majority of the respondents (76.2%) agreed that if we don't work on our interpersonal skills then we may be disliked by society.



- The majority of the students (74.8%) agreed that people with interpersonal skills develop better relationships.
- The majority of the students (83.7%) agreed that most of our daily life problems can be solved with communication skills.
- Most of the respondents (87.0%) agreed that leadership skills are necessary to learn for every individual.
- 74.8% of the students agreed that they feel comfortable speaking in public and delivering their views to huge crowds.
- The majority of the respondents (77.8%) responded that they regularly look for possibilities to collaborate with people from other cultural backgrounds.
- Most respondents (77.0%) agreed that they can navigate social situations with ease, and make others feel comfortable around them.
- Most of the participants (88.5%) agreed that cooperation with their peers or team members can help to reduce work stress.

Findings of Students' Data Regarding Emotional Skills

- 82.0% of the respondents agreed that emotional skills education helped them to handle stress and emotions better.
- The majority of the participants (70.3%) believed that people with psychological issues can never be economically strong.
- 70.2% of the respondents agreed that emotional intelligence training taught ways to deal with unpleasant emotions.
- Most of the respondents (66.5%) agreed that empathy education has strengthened their resilience and capacity to recover from setbacks.
- Most of the participants (86.7%) believed that self-management is an important emotional skill for a successful life.
- The majority of the respondents (81.3%) responded that people, with stress, cannot make the right decisions.
- 84% of the respondents responded that life skills education increased their self-awareness and emotional intelligence.
- 80.3% of the respondents agreed that interpersonal skills helped them to manage stress and anxiety more effectively.
- 75.5% of the respondents responded that effective education helped them to build healthy coping techniques and find inner peace.



- The majority (80.8%) of respondents responded that they exercise self-compassion and gentleness toward themselves, particularly during challenging circumstances.
- The majority of the students (62.1%) agreed that they can notice and confront negative thought patterns that may affect their mood.
- The majority (82.5%) of students believed in the value of keeping a healthy work-life balance including self-care in their daily routine.
- The majority of the students (74.0%) responded that emotionally damaged people will never be happy and comfortable.
- The majority of the respondents (73.0%) responded that they can handle changing situations and manage their emotions accordingly.
- 74.8% of the respondents responded that they can maintain a positive outlook even in difficult situations.

Analysis of Difference between Students' Opinions Regarding Significance of Life Skills Education in District Rahim Yar Khan

This section discloses the analysis of data for obtaining a difference in students' opinions according to gender, urban locality, and age. Statistical analysis: Chi-square and one-way ANOVA were used to analyze the data.

Table 3
Gender-wise Comparison of Respondents

| Variables | Category | N | Percentage | Df | Pearson Chi-Square | Chi-Square p-values |
|-----------|----------|-----|------------|----|--------------------|---------------------|
| Gender | Male | 214 | 53.5 | 71 | 180.035 | .000 |
| | Female | 186 | 46.5 | | | |

$P \leq 0.05$

Table 3 presents a gender breakdown of the sample, with 53.5% males and 46.5% females. The Chi-Square test yielded a statistically significant p-value of less than 0.000, indicating a strong departure from an expected equal distribution between genders ($p \leq 0.05$) indicating there is a statistical difference between male and female students' opinions based on gender.

Table 4
Locality-wise Comparison of Respondents

| Variables | Category | N | Percentage | Df | Pearson Chi-Square | Chi-Square p-values |
|-----------|----------|-----|------------|----|--------------------|---------------------|
| Locality | Rural | 181 | 45.3 | 71 | 172.186 | .000 |
| | Urban | 219 | 54.7 | | | |

$P \leq 0.05$

Table 4 reveals a significant difference in students' locality (45.3% rural, 54.7% urban). A chi-square test was conducted; resulting in a statistically significant p-value of 0.000 (less



than the significance level of 0.05) indicating there is a statistically significant association between rural and urban students' opinions based on residents.

Table 5
Age-wise Comparison of Respondents

| | Sum of Squares | Df | Mean Square | F | p-Value |
|----------------|----------------|-----|-------------|-------|---------|
| Between Groups | 9832.070 | 3 | 3277.357 | 5.596 | 0.001 |
| Within Groups | 231923.570 | 396 | 585.666 | | |
| Total | 241755.640 | 399 | | | |

$P \leq 0.05$

Table 5 shows the difference between students' opinions based on their age. The calculated p-value (0.001) is less than the significance level (0.05), indicating that there is a significant association in students' opinions based on their age.

Demographic Information for Teachers

Table 6
Gender Wise Distribution of Teachers' Sample

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 62 | 62.0 |
| Female | 38 | 38.0 |
| Total | 100 | 100.0 |

Table 6 shows that the majority of the teachers (62%) were males and 38% were females.

Table 7
Locality Wise Distribution of Teachers' Sample

| Locality | Frequency | Percentage |
|----------|-----------|------------|
| Rural | 43 | 43.0 |
| Urban | 57 | 57.0 |
| Total | 100 | 100.0 |

Table 7 presents that 57% of teachers are from urban areas and 43% are from rural areas.

Findings of Teacher's Data Regarding Thinking Skills

- The majority of the teachers (76%) agreed that life skills education improved their critical thinking.
- Most of the participants (88%) agreed that they use problem-solving approaches to resolve problems.
- The majority of the respondents (89%) agreed that they are capable of critically analyzing circumstances and devising unique solutions.
- The majority of the teachers (85%) agreed that before any conclusion, they frequently think strategically and take into account numerous views.



- The majority of the respondents (78%) agreed with the viewpoint that they feel, they have a good capacity to think clearly.
- The majority of the teachers (69%) agreed that life skills education helps them to think critically and handle difficulties efficiently.
- Most of the respondents (77%) agreed that they appreciate questioning their assumptions and views to extend their understanding.
- Most of the teachers (83%) agreed that participating in thinking skills education has increased their confidence in making decisions.
- The majority of the respondents (84%) agreed that they actively seek chances to broaden their knowledge and abilities.
- Most of the respondents (76%) agreed that education has improved their ability to analyze complicated challenges and provide effective answers.
- Most of the respondents (80%) agreed that analyzing knowledge from authentic sources generates well-informed conclusions.
- 81% of the participants agreed that life skills education has helped them to think critically and address challenges systematically.
- The majority of the teachers (76%) agreed that they are confident in their capacity to adjust the new knowledge and face challenging conditions.

Findings of Teacher's Data Regarding Social Skills

- Most of the respondents (78.0%) agreed that social skills education has improved their ability to communicate effectively with others.
- 76.0% of the participants agreed that they find it simple to start and continue discussions with people.
- The majority of the teachers (81.0%) agreed that sociability helped them to improve their cooperation and collaboration abilities significantly.
- Most of the participants (89.0%) agreed that working in groups and interacting with people of various ideologies develops their social skills.
- 92.0% of the respondents agreed that interpersonal skills have improved their confidence in social interactions.
- The majority of teachers (84.0%) agreed that they are empathic and can comprehend the sentiments and viewpoints of others.
- Many respondents (81.0%) agreed that life skills education has enhanced my sensitivity and understanding of others.



- 78.0% of the participants agreed that they are adept at dispute resolution and creating mutually beneficial solutions.
- 80.0% of the participants agreed that participating in social skills education has increased their social confidence.
- 69.0% of the respondents believed that they are skilled at altering their communication approach to effective communication with various people.
- Most of the teachers (71%) responded that interpersonal skills helped them to navigate various social contexts.
- 75% of the respondents responded that they appreciate taking part in group activities and contributing to communal goals.
- 81% of the participants responded that they are capable of handling social settings with ease and elegance.
- 75% of the participants responded that they are competent in providing and accepting critical comments politely.

Findings of Teacher's Data Regarding Emotional Skills

- 63% of the respondents responded that they are well aware of their own emotions and can utilize them properly.
- The majority of the teachers (77%) responded that emotional skills improved their resilience and ability to cope with stress.
- The majority of the teachers (77%) agreed that self-awareness skills helped them better understand themselves and their feelings.
- The majority of the teachers (66%) agreed that empathy education helped them better understand and regulate their emotions in different situations.
- 72% of the participants agreed that they empathize with people and provide assistance when required.
- 88% of the respondents agreed that emotional development has improved their ability to cope with hardship.
- The majority of teachers (85%) agreed that they feel like they have a high level of self-awareness and emotional intelligence.
- The majority of the respondents (59%) agreed that they exercise self-care daily to preserve their mental and emotional well.
- The majority of the teachers (61%) agreed that they are willing to learn from their emotions and use them as a tool for personal development.



- Most of the respondents (67%) agreed that emotional awareness development helped them properly manage difficult emotions.
- Most of the respondents (75%) agreed that they believe in the power of positivity, and keep a good attitude during difficult situations.
- 77% of the respondents agreed that learning emotional skills has improved their emotions and resilience.
- Most of the respondents (71%) agreed that they practice mindfulness and meditation to improve their emotional well-being.

Analysis of Difference between Teachers’ Opinions regarding Significance of Life Skills Education in District Rahim Yar Khan

This section reveals the analysis of data to find the difference between students’ opinions based on their gender and locality. The chi-square test was used to analyze the data.

Table 8
 Gender-wise Comparison of Respondents

| Variables | Category | N | Percentage | Df | Likelihood Ratio | p-values |
|-----------|----------|----|------------|----|------------------|----------|
| Gender | Male | 62 | 62.0 | 44 | 68.313 | .011 |
| | Female | 38 | 38.0 | | | |

P<=0.05

Table 8 presents a gender breakdown of the sample, with 62.0% males and 38.0% females. The Chi-Square test yielded a statistically significant p-value of 0.011, less than the significance level of 0.05, indicating there is a statistically significant difference between male and female teachers' opinions based on gender.

Table 9
 Locality-wise Comparison of Respondents

| Variables | Category | N | Percentage | Df | Likelihood Ratio | p-values |
|-----------|----------|----|------------|----|------------------|----------|
| Locality | Rural | 43 | 43.0 | 44 | 65.572 | .019 |
| | Urban | 57 | 57.0 | | | |

P<=0.05

Table 9 reveals a significant difference in teachers’ locality (43.0% rural and 57.0% urban). A chi-square test was conducted; resulting in a statistically significant p-value of 0.019 (less than the significance level of 0.05) indicating there is a statistically significant association between rural and urban teachers' opinions based on residents.



Table 10
 Academic Qualifications-wise Comparison of Respondents

| Variables | Category | N | Percentage | Df | Pearson Chi-Square | p-values |
|----------------|----------|----|------------|----|--------------------|----------|
| Qualifications | M.Phil. | 73 | 73.0 | 44 | 85.243 | .000 |
| | Ph.D. | 27 | 27.0 | | | |

P<=0.05

Table 10 reveals a significant difference in teachers' academic qualifications (73% M. Phil. and 27% Ph.D.). A chi-square test was conducted; resulting in a statistically significant p-value of 0.000 (less than the significance level of 0.05) indicating there is a statistically significant association between teachers' opinions based on their academic qualifications.

Discussion and Conclusion

Discussion

The present study aimed to investigate the influences, perceptions of its barriers, and relationship with life skills education in district Rahim Yar Khan. The results approved the significant role of LSE in personal and social competence areas, contributing to the overall growth among the student population. However, the study also highlighted a need to raise among students and teachers awareness as well as an increase in understanding of life skills. Other obstacles that were identified in implementing life skills education included a lack of resources, trained teachers, and support from school administrators. Despite these hurdles, the study showed a strong linkage between social skills development and success as well as a positive relationship with emotional skills formation and psychological health.

Conclusion

The study revealed that life skills education plays a crucial role in fostering both social and emotional development, which is strongly linked to successful outcomes in students. Specifically, those who developed strong social skills were more likely to excel academically, maintain meaningful friendships, and enjoy better mental health, while those with enhanced emotional skills experienced lower levels of stress, anxiety, and depression. These findings emphasize the importance of integrating life skills education into curricula, as it serves as a foundational element for individual development, social competence, and overall mental well-being. The research highlights the need for targeted interventions to overcome existing barriers to life skills education, such as inadequate resources and insufficient teacher training. By addressing these challenges, educators and policymakers can create an environment that nurtures the holistic growth of students, equipping them with the socio-emotional tools necessary to thrive in both their personal and academic lives. The broad agreement among



participants underscores the consensus on the value of life skills education as a vital component in preparing young people for the complexities of modern life.

Suggestions

The following recommendations were made in light of the results:

- The Government, institutions, and policymakers should distribute adequate resources to implement life skills education accordingly and its place of importance.
- Social and emotional skills development should be embedded in the curriculum from elementary school to high school.
- Teachers should be trained in life skills education to teach lessons effectively.
- Parents should also be part of the life skills education program to support what the learners are gaining in school.
- The institutions must collaborate with mental health professionals to have counselors come to give therapy services and support.
- A study of long-term impact: future research should be carried out to examine the effect of life skills education in students; lives like academic success, personality, and professional career.
- Create awareness programs for students, teachers, and parents on the significance of life skills education in children's lives.

Recommendations for Future Research

- Future researchers can research on different populations, locations, or levels.
- Future studies can be conducted by using different research methods or tools.

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