

"A descriptive study to assess the level of life skills among high school children in a selected school in Jamuhar, Bihar"

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Abstract:

Background:

Life skills are essential abilities that enable adolescents to deal effectively with the demands and challenges of everyday life. In the transitional phase of high school, these skills become critical for personal and academic success.

Objectives:

The study aimed to assess the level of life skills among high school children, identify specific domains of proficiency, and determine the association between life skill levels and selected socio-demographic variables.

Methodology:

A quantitative research approach with a descriptive cross-sectional design was adopted. Using a non-probability purposive sampling technique, 60 children from VII and VIII standards were selected from a school in Jamuhar, Bihar. Data were collected using a self-structured Demographic Questionnaire and a 15-item Life Skills Assessment Scale covering five domains (Daily Living, Social, Emotional, Practical, and Cognitive).

Results:

The study revealed that **47%** of the participants were in the "Needs Improvement" category, **38%** had "Fair" life skills, **12%** had "Good" skills, and only **3%** demonstrated "Excellent" life skills. Inferential statistics using the Pearson Chi-square test showed a statistically significant association between life skills and **Gender** ($\chi^2 = 8.24, p = 0.040$) and **Type of House** ($\chi^2 = 22.668, p = 0.007$). No significant association was found with age, income, or family type ($p > 0.05$).

Conclusion:

The findings highlight a significant gap in the life skills of high school children in the study area. The high percentage of children requiring improvement suggests an urgent need for the implementation of structured Life Skills Education (LSE) programs within the school curriculum to foster independence and resilience.

Keywords: Life Skills, High School Children, Bihar, Adolescent Health, Descriptive Study.

INTRODUCTION:

Youth account for 27.5 percent population in India, there are 1.2 billion (90 percent) adolescents worldwide and Bihar has the second highest adolescent (10-19) population in the country, with a share of 20.9 per cent (census 2011)⁵.

The period between childhood and adulthood is called adolescence. Early adolescent genetic traits play a crucial role as the physical changes, psychological changes and environmental changes take place during this period. This period is significant for their future life, and they face problems regarding career choice, decision making, substance abuse, parent child conflicts and mood changing problems². Individuals

usually suffer from mismatching of abilities and desires. Under such situations, the early adolescents are likely to divert from their path and indulge in negative activities. During these years, there is a great need for life skills to cope with conflicts. Life skills mean the skills required for leading a better social life and managing life situations.¹

Low self-esteem, poor communication skills and problem-solving skills, poor decision-making skills and lack of assertiveness were found to be linked with delinquency, school dropouts, smoking, drug abuse, teenage pregnancy, suicidal thoughts and health problems. Considering these over the last decade there has been an increased interest in life skills among Nurse educators, Child health Nurse, Pediatric Nurses, social workers and psychologists to provide today's children and adolescents with a set of skills for successful adaptation.³

BACKGROUND OF THE STUDY:

Developing life skills helps adolescents translate knowledge, attitudes and values into healthy behavior, such as acquiring the ability to reduce special health risks and adopt healthy behavior that improve their lives in general (Such as planning, career planning, decision-making, and forming positive relationships).⁶ The adolescents of today grow up surrounded by mixed messages about sex, drug use, alcohol and adolescent pregnancy. On one hand, parents and teachers warn of the dangers of early and promiscuous sex, adolescent pregnancy, drugs and alcohol, and on the other hand, messages and behavior from entertainers and peer pressure contradict those messages. Often, they even promote the opposite behavior. It is through life skills that teenagers can fight these challenges and protect themselves from teenage pregnancy, drug violence, sexual abuse, and many other health-related problems.⁴

SCOPE AND SIGNIFICANCE OF THE STUDY:

- Life skills play an important role in all aspects such as strengthening coping strategies.
- Developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision-making skills.

NOVELTY OF THE STUDY:

The most important aspect is that learning life skills is essentially helping to promote mental wellbeing of early adolescents.

PROBLEM STATEMENT:

"A descriptive study to assess the level of life skills among high school children in a selected school in Jamuhar, Bihar."

OBJECTIVES:

1. To assess the level of life skills among high school children in a selected school in Jamuhar, Bihar, as measured by a structured Life Skills Assessment Scale.
2. To identify the specific areas of life skills (Daily Living, Social, Emotional, Practical, and Cognitive skills) where high school children demonstrate adequate or inadequate proficiency.
3. To determine the association between the level of life skills and selected socio-demographic variables among high school children.

OPERATIONAL DEFINITION:

1. Assess:

In this study it refers to judge or determine the effectiveness of STP on Life skill among high school children.

2. Effectiveness:

In this study, it refers to significant improvement in life skill is determine by significant changes in pretest and post test scores.

3. Life Skills:

In this study, life skills refer to the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life, specifically across five domains: Daily Living, Social, Emotional Regulation, Practical, and Cognitive skills.

4. High School Children:

For the purpose of this study, this refers to students (both male and female) currently studying in the VII and VIII standards, aged between 13 and 15 years, in selected schools in Jamuhar, Bihar.

5. Level of Life Skills:

This refers to the scores obtained by high school children on the Life Skills Assessment Scale, categorized as Excellent (4.5–5.0), Good (3.5–4.4), Fair (2.5–3.4), and Needs Improvement (1.0–2.4).

HYPOTHESIS:

The hypotheses for this study are as follows:

RH₀: There is no significant association between the level of life skills and selected socio-demographic variables among high school children.

RH₁: There is a significant association between the level of life skills and selected socio-demographic variables among high school children.

Assumptions:

- High school children possess a basic understanding of their own daily capabilities and can report them honestly.
- Life skills can be identified, measured, and categorized through a structured assessment scale.
- Socio-demographic factors such as gender, family type, and housing conditions may influence the development of these skills.

DELIMITATIONS:

The data will be collected in 1 week.

REVIEW OF LITERATURES:

Mukta A. Karamadi and Vijayalaxmi A. Aminabhavi (2015) conducted a study to assess the level of life skills of school students and to investigate the impact of medium of instruction on life skills as well as gender differences in life skills. The sample comprised of 200 school students in the age group of 13-14 years from schools in Panaji-Goa. To measure the life skills of the students, a Psychosocial Competence Scale was used. It was found that most of the students (73%) have an average level of life skills, a few (11%) have a high level of life skills and some of them (16%) have a low level of life skills. The results indicated that the need for inclusion of life skill training program in school curriculum for mental wellbeing of the students. The obtained t-value revealed that the students with primary education in English medium have significantly higher level of life skills than those who had primary education in their mother tongue medium. The study concluded that the female students have significantly higher level of life skills than the male students.⁷

Sudha, P., & Mythili, T. (2022) conducted a study to assess the level of life skills in high school adolescents and investigate the impact of the medium of instruction on life skills. The sample comprised 380 high school adolescents studying in class 8, in the age group 13-14 years from Schools in Chennai, Tamil Nadu. To measure life skills, Life skills Assessment scale with 100 items was used. It was found that most of the adolescents had average life skills, very few had high life skills, and some had low life skills, thus indicating the need for including life skills training program as a part of the curriculum. Group

1 Tamil Medium MOI has a Mean value of 332.12 with a standard deviation of 26.179 and with standard error of 1.899. The Group II English Medium MOI has a Mean value of 322.94 with a standard deviation of 24.755 and with standard error of 1.796. On comparing both the groups, using the t-test, the t value was found to be 3.510, which is significant at the p 0.01 level; thus, the hypothesis that there is no significant difference in life skills among high school adolescents in Tamil and English Medium MOI is not accepted.⁸ **Naqvi SF and Khan S (2022)** a descriptive study was conducted to investigate Life skills and their effect on mental health of higher secondary school's students and how it's influenced by medium of instruction (private and government school) and gender. The study of life skills and mental health correlation. Using a sampling technique, selected a sample of 100 students of Lucknow. Life skills scale by Dr Chandra Kumari and Ms. Ayushi Tripathi and mental health by Arun Kumar Singh and Alpana Sen Gupta was used by the researcher after checking its reliability and validity after that researcher analysed on the bases of statistical computation there is a very small negative relationship between life skills and mental health of higher secondary school students.⁹

Shabana, Kushal and Mukti Pada (2018) conducted a study to analyse the prevalent status of Life skills among the undergraduate students with respect to their gender and academic stream. The researcher employed a cross- sectional survey design for conducting the present study. A sample size comprised of 100 (50 male & 50 female) undergraduate students of Kolkata; West Bengal were selected using simple random sampling technique. The data were collected by implementing M.N.Vranda Life skill scale tool. Descriptive method was implemented to analyse the raw data. For inferential Statistics Independent Sample T-test and ANOVA were computed to analyse the mean difference statistically. The findings of the study revealed that there exists a significant difference in life skills among students with respect to students' gender and stream of study. After critically analysing the result, it emerged that the education authorities are required to take more active steps towards Life skills education. Hence, there is an immediate need to inculcate Life skills education as an integral part of the curriculum as it helps the young adults to avoid different risk-taking behaviours.¹⁰

Sanjay Deya, Amita Patrab, Dillip Giric, Liji Anna Varghese, Daies Idicullae (2022) a study was conducted to assess the status of life skill education among adolescents and to identify which life skills are the most necessary to overcome the educational delays. The study was conducted among various higher secondary school students in Bihar, Chhattisgarh, and Madhya Pradesh. The data was collected using pretested questionnaire and analysed using t-test, one-way ANOVA, and Chi-square test. The mean age of the study population was 16.46 ± 1.04 , with a minimum age of 14 and a maximum of 18. More than half of the adolescents have a medium level of life skills (52%). 25.7% have a high level of life skills and 22% have a low level of life skills. Life skill education enables the students to make knowledgeable and reasonable decisions about their life. It enhances a person's ability to meet social goals and demands while assisting them in dealing with a variety of scenarios. Instilling training through life skill education will help adolescents in overcoming challenges in life.¹²

Anupama K, Sarada D (2020) a study was conducted on formative research with a purpose to assess the levels of academic stress and life skills among 120 boys and 120 girls aged between 14 to 15 years and studying 10th class in high schools in Tirupati, Andhra Pradesh, India. A questionnaire consisting of a five point Likert type of rating scale for Life skills assessment and Academic stress scale were used. The study allows to conclude that the academic stress of the school going adolescents can be reduced by improving their LS as there is a strong relationship between these two variables in spite of the gender differences point Likert type of rating scale for Life skills assessment and Academic stress scale were used.¹¹

Mekade, Hanuman, Joshi, Geeta (2024) a study was conducted on Descriptive research design was use to describe various life skills practice among rural and urban adolescent's school going children. Universe

is one school from Pune city and Haveli block. Total 106 from urban and rural schools. Probability sampling with simple random technique was used. Self-structure Questionnaire was used. Researcher 50 statements for 10 life skills were allotted (5 statement per skill) researcher applied, Cronbach's Alpha test to checked reliability and score shows – 0.853 and Face / content validity check by 5 experts. T test applied for comparison. Significant difference was found in rural and urban student in consideration with self-awareness and empathy. In majority life skills no significant difference found between male and female students. The half of students says yes, they got training but their score is low. It means training should be more practice oriented and experience based. Very few students have high range score.¹³

Sonu Rani, Mr. Neeraj, (2020) a study was conducted to see the life skills (all dimension of life skills) among senior secondary students. The sample of this study was selected randomly 100 students studying in government and private schools in Sonepat district. Life skill Scale – Developed by M.N. Veranda (2009) tool was used for the collection of data in the present study. The data were analysed by employing mean, SD and 't- test. After data analysis this study found that there was significance difference between boys' and girls' students on level of life skills. Female students have mean more than male students of all dimension of life skill i.e. decision making, problem solving, Empathy, Self Awareness, Communication Skill, Interpersonal Relationship, Coping with Emotions, Coping with Stress, Creative Thinking and Critical Thinking.¹⁴

Thippeswamy, Vaddar¹; Vishwesh, et al. (2025) conducted a descriptive research design to assess the life skill study in two settings, at, rural and urban areas of Udupi District, of Karnataka. In the study, 8th- and 9th-grade students attending two urban schools and eight rural schools of Udupi District were considered as the study population for the current study. A total sample of 594 students equally representing two schools in urban and eight schools in rural based on male and female ratio and medium of instruction were drawn from the study population. A stratified random sampling technique was adopted to draw the sample, giving equal representation to domicile, gender, and medium of instruction. The present results reveal that 48% of the adolescents had a moderate level of life skills; 29% of them had a high level of life skills, and the remaining 23% of them had a low level of life skills. Female students tend to cope with stress better than males [$p=<.001$]. Male students had better interpersonal relationships and critical thinking life skills compared to female students ($P = .001$). Schools should incorporate life skills in their course and curriculum to support and promote mental health.¹⁵

- ❖ **Research Approach:** Quantitative Research Approach
- ❖ **Research Design:** Descriptive cross-sectional design
- ❖ **Variables of the Study:**
- 1) **Independent Variable:** High school children.
- 2) **Dependent Variable:** Knowledge of life skills.
- 3) **Demographic Variables:** -

Children: Age in year, Gender, Class, Family type, birth order, number of siblings, size of family, Household live in, type of house, currently living with, Area of permanent residence, Types of games preferred, Family income per month.

- ❖ **Population**
- **Target population:** All high school children.
- **Accessible population:** High school children who are studying in selected schools.
- ❖ **Samples:** The sample consist of high school children studying in selected schools who meet the inclusion criteria.
- ❖ **Samples Size:** 60
- ❖ **Sample Technique:** A non-probability purposive sampling technique

❖ Selection Criteria:**➤ Inclusion**

- Children who are under the age of 10-13 years boy & Girls.
- Children who are studying in class VII & VIII
- Children who are present at time of data collection.
- Children who can understand English or Hindi.

➤ Exclusion

- Children who are sick at the time of data collection.

❖ Setting of the Study: High School, Jamuhar, Bihar.**❖ Tools and Instruments used for the Study:**

It consists of Two sections:

Section A: A **Self-Structured Demographic Questionnaire** consisting of 13 items (Age, Gender, Family Type, House Type, etc.).

Section B: The **Life Skills Assessment Scale**, a 5-point Likert scale containing 15 items across five domains (Daily Living, Social, Emotional, Practical, and Cognitive).

Table 1: Demographic data will be collected by self-structured questionnaire. (screening)

Demographic Variables				
Children:			Frequency	Percentage
1.	Age in Year	a)	13-14 years	45
		b)	14.1-15 years	15
2.	Gender	a)	Male	32
		b)	Female	28
3.	Class	a)	VII standard	37
		b)	VIII standard	23
4.	Family Type	a)	Joint	35
		b)	Nuclear	20
		c)	Extended	5
5.	Birth Order	a)	First	25
		b)	Second	17
		c)	Third	18
		d)	Fourth and above	0
6.	Number of Siblings	a)	Nil	5
		b)	One	18
		c)	Two	26
		d)	Three and above	11
7.	Types of Games Preferred	a)	Indoor games	20
		b)	Outdoor games	40
		c)	Not preferable to any game	0
8.	Currently Living with	a)	Single parents	2
		b)	Both parents	56
				93

		c) Guardians	2	3
9.	Size of Family	a) 1-5	12	20
		b) 6-10	29	48
		c) 11-15	10	17
		d) 16-20	9	15
10.	Household Lived in	a) Owned	58	97
		b) Rented	2	3
11.	Type of House	a) Kutcha	43	72
		b) Pakka	13	22
		c) Semi Pakka	2	3
		d) Others	2	3
12.	Area of Permanent Residence	a) Urban	26	43
		b) Rural	28	47
		c) Semi urban	6	10
13.	Family Income per month	a) Below ₹5,000	0	0
		b) ₹5,001 - ₹10,000	27	45
		c) ₹10,001 - ₹15,000	16	27
		d) ₹15,001 - ₹25,000	10	17
		e) ₹25,001 - ₹50,000	5	8
		f) ₹50,000 and above	2	3

Table 1: Shows the frequency and distribution of demographic variables of high school children.

Interpretation:

- Age:** A significant majority (75%) are in the 13-14 years age group, with the remaining 25% aged 14.1-15 years.
- Gender:** There is a relatively balanced gender distribution, with a slight majority of males (53%) compared to females (47%).
- Education:** Most participants are currently in the VII standard (62%), while 38% are in the VIII standard.
- Family Type:** Joint families are the most common (58%), followed by nuclear families (33%) and extended families (8%).
- Living Arrangements:** The vast majority of children (93%) live with both parents. Very few live with single parents (3%) or guardians (3%).
- Household Stability:** Almost all participants (97%) live in owned houses, indicating high residential stability.
- House Type:** 72% of the children live in Kutcha houses, while only 22% live in Pakka houses.
- Family Size:** Families tend to be large, with nearly half (48%) having 6-10 members. Some families are very large, with 15% having 16-20 members.
- Residence:** Most children reside in Rural (47%) or Urban (43%) areas, with only 10% in semi-urban areas.
- Income:** Nearly half the families (45%) earn between ₹5,001 - ₹10,000 per month. Higher income brackets are rare, with only 3% earning above ₹50,000.

- **Birth Order:** The largest group consists of first-born children (42%), followed by third-born (30%) and second-born (28%).
- **Siblings:** Most children have multiple siblings; 43% have two siblings, and 30% have one sibling. Only 8% are only children.
- **Game Preferences:** Outdoor activities are highly preferred, with 67% of children favouring outdoor games over indoor games (33%).
- In this study 13-14-year-old male in the VII standard, living in a large joint family within a rural or urban setting. They likely live in an owned Kutcha house with both parents, and the family subsists on a modest monthly income of less than ₹10,000. Socially, they are likely to have two siblings and a strong preference for outdoor physical activity.

Table 2: Life skills of high school children will be measured by Life skills assessment scale

Life skills Assessment Scale	Score	Frequency	Percentage
Excellent life skills	4.5-5.0	2	3
Good life skills	3.5-4.4	7	12
Fair life skills	2.5-3.4	23	38
Needs improvement	1.0-2.4	28	47

Table 2: Shows the frequency and distribution of level of life skill for high school children.**Interpretation:**

- **Needs Improvement:** This is the largest group, containing **47% (n=28)** of the participants who scored between **1.0–2.4**. These children lack the basic independence or confidence required to perform core daily, social, and cognitive tasks.
- **Fair Life Skills:** Approximately **38% (n=23)** of the children scored in the **2.5–3.4** range. While they possess some foundational skills, they likely require consistent help or guidance to navigate complex social or practical situations.
- **Good Life Skills:** Only **12% (n=7)** of the sample demonstrated a strong level of life skills with scores between **3.5–4.4**, suggesting they can function with very little external assistance.
- **Excellent Life Skills:** A very small minority, just **3% (n=2)**, reached the highest level of proficiency (**4.5–5.0**), indicating they are highly independent and capable across all measured domains.

PLAN OF PROCEDURE FOR DATA COLLECTION:

After obtaining formal permission from the school authorities, the investigator explained the purpose of the study to the students. Written assent was obtained. The questionnaires were distributed, and participants were given 20–30 minutes to complete them. Confidentiality was strictly maintained throughout the process.

PLAN OF DATA ANALYSIS:

The collected data was analyzed using *Descriptive* and *Inferential statistics*:

- **Descriptive Statistics:** Frequency and percentage distribution were used to describe demographic variables and life skill levels.
- **Inferential Statistics:** The **Pearson Chi-square test** was used to determine the association between life skill levels and selected demographic variables at a 0.05 level of significance.

Table 3: The association between selected demographic variables and the level of life skills

Sl. No	Associated factors	Level of life skill				Need Improvement	df	Chi square	Significance
		Excellent	Good	Fair					
1. Age in Year									
	a. 13-14 years	9(15%)	16(26%)	11(19%)	9(15%)	3	3.531	0.316 NS	
	b. 14.1-15 years	4(6%)	3(5%)	2(3%)	6(11%)				
2. Gender									
	a. Male	2(3%)	12(20%)	10(16%)	8(14%)	3	8.24	0.040 S	
	b. Female	10(17%)	8(13%)	5(8%)	5(9%)				
3. Class									
	a. VII standard	6(10%)	9(15%)	15(25%)	7(12%)	3	1.65	0.656 NS	
	b. VIII standard	6(10%)	6(10%)	6(10%)	5(8%)				
4. Family Type									
	a. Joint	9(15%)	6(10%)	9(15%)	12(18%)	6	5.88	0.437 NS	
	b. Nuclear	4(7%)	8(13%)	6(10%)	2(3%)				
	c. Extended	1(2%)	1(2%)	1(2%)	1(2%)				
5. Birth Order									
	a. First	3(5%)	7(12%)	9(15%)	6(10%)	9	3.36	0.10 NS	
	b. Second	1(1%)	6(10%)	5(8%)	5(9%)				
	c. Third	0	8(13%)	6(10%)	4(7%)				
	d. Fourth and above	0	0	0	0				
6. Number of Siblings									
	a. Nil	0	2(3%)	2(4%)	1(1%)	9	8.07	0.527 NS	
	b. One	1(1%)	5(9%)	2(3%)	10(17%)				
	c. Two	4(7%)	6(10%)	8(13%)	8(13%)				
	d. Three and above	1(1%)	1(2%)	4(7%)	5(8%)				
7. Types of Games Preferred									
	a. Indoor games	2(3%)	6(10%)	6(10%)	6(10%)	3	1.214	0.749 NS	
	b. Outdoor games	6(10%)	9(15%)	9(15%)	16(27%)				
	c. Not preferable to any game	0	0	0	0				

8. Currently Living with								
	a. Single parents	0	1(1%)	1(1%)	1(1%)	6	2.294	0.890 NS
	b. Both parents	6(10%)	12(20%)	17(30%)	20(33%)			
	c. Guardians	0	1(1%)	1(1%)	0			
9. Size of Family								
	a. 1-5	1(1%)	3(5%)	3(5%)	5(9%)	9	2.522	0.980 NS
	b. 6-10	1(2%)	6(10%)	10(16%)	12(20%)			
	c. 11-15	1(1%)	2(4%)	3(5%)	4(7%)			
	d. 16-20	0	1(2%)	4(6%)	4(6%)			
10. Household Lived in								
	a. Owned	4(7%)	17(30%)	24(40%)	12(20%)	3	3.841	0.279 NS
	b. Rented	1(1%)	1(1%)	0	1(1%)			
11. Type of House								
	a. Kutcha	10(17%)	12(23%)	13(22%)	6(10%)	9	22.66 8	0.007 S
	b. Pakka	1(1%)	1(1%)	1(2%)	11(18%)			
	c. Semi Pakka	0	1(1%)	1(1%)	1(1%)			
	d. Others	1(2%)	0	0	1(1%)			
12. Area of Permanent Residence								
	a. Urban	1(1%)	11(19%)	10(17%)	2(3%)	6	6.917	0.328 NS
	b. Rural	6(10%)	7(12%)	9(15%)	6(10%)			
	c. Semi urban	0	2(3%)	4(6%)	1(1%)			
13. Family Income per month								
	Below ₹5,000	0	0	0	0	12	14.34 8	0.279 NS
	₹5,001 - ₹10,000	3(5%)	6(10%)	7(12%)	10(16%)			
	₹10,001 - ₹15,000	0	7(11%)	7(12%)	2(4%)			
	₹15,001 - ₹25,000	1(1%)	1(2%)	4(7%)	4(7%)			
	₹25,001 - ₹50,000	1(1%)	1(1%)	1(1%)	3(5%)			
	₹50,000 and above	1(2%)	0	1(1%)	0			

Table 3: Shows the association between selected demographic variables and the level of life skills.

Interpretation:

- Gender (p = 0.040):** There is a significant difference in life skill levels between males and females. Interestingly, the data shows that **17% of females** reached the "Excellent" level compared to only **3% of males**.
- Type of House (p = 0.007):** This factor showed the strongest statistical significance. Children living in **Kutcha houses** predominantly showed "Kutcha" levels of life skills (ranging from Excellent to Fair), while those in **Pakka houses** were heavily concentrated in the "Need Improvement" category (**18%** of the total sample).
- Personal Profile:** Age (p=0.316), Class (p=0.656), and Birth Order (p=0.10) were all non-significant.
- Family Environment:** Family Type (p=0.437), Number of Siblings (p=0.527), and Family Size (p=0.980) showed no significant impact.
- Economic Factors:** Residential area (p=0.328), Monthly Income (p=0.279), and whether the household is owned or rented (p=0.279) did not significantly influence scores.

- **Lifestyle:** The type of games preferred (Indoor vs. Outdoor) had a p-value of 0.749, indicating no significant association with life skill levels.

RESULTS

The findings are summarized as follows:

- **Significant Associations:** A statistically significant association was found between **Gender** (chi square = 8.24, df = 3, p = 0.040) and **Type of House** (chi square = 22.668, df = 9, p = 0.007) with the level of life skills at the 0.05 level of significance. This indicates that these two factors play a critical role in determining the life skill proficiency of the children in this study.
- **Non-Significant Associations:** No significant association was observed for variables such as **Age** (p = 0.316), **Family Type** (p = 0.437), **Birth Order** (p = 0.10), **Number of Siblings** (p = 0.527), **Monthly Income** (p = 0.279), and **Area of Residence** (p = 0.328). Thus, the null hypothesis was accepted for these variables.

DISCUSSION

The present study aimed to assess the level of life skills among high school children in a selected school in Jamuhar, Bihar.

The Gender Factor

The study revealed that **females** outperformed males in the "Excellent" life skills category. This aligns with several psychological theories suggesting that adolescent girls often develop social and emotional regulation skills—two core components of the Life Skills Assessment Scale—earlier than boys. This finding suggests that life skill intervention programs should perhaps be tailored differently for male and female students to address specific skill gaps.

Impact of Living Environment (House Type)

The highly significant association between **House Type** and life skills (p = 0.007) is a unique finding. Interestingly, children from "Kutcha" houses showed a broader distribution across skill levels, while those in "Pakka" houses were heavily concentrated in the "Needs Improvement" group. This could suggest that children in less modernized living conditions might be required to perform more "Daily Living" and "Practical Skills" independently, whereas children in more developed housing might have more tasks managed for them by elders or technology.

Socio-Economic Independence

Surprisingly, **Family Income** and **Family Type** did not significantly impact life skill scores. This suggests that the acquisition of life skills (Social, Emotional, and Cognitive) is not necessarily dependent on financial status or whether a child lives in a joint or nuclear family. It indicates that life skills are a universal requirement and deficiency, regardless of economic background.

Recommendations for Your Paper

1. **Intervention:** Since 47% of your sample "Needs Improvement," you should recommend a **Life Skills Training (LST) Program** in schools.
2. **Focus:** The program should focus heavily on **Practical** and **Cognitive** skills, as these are often the lowest in high school cohorts.

❖ Summary of the Study

This study was conducted to assess the level of life skills among high school children in a selected school in Jamuhar, Bihar. The primary focus was to identify the proficiency levels across five core domains and determine if socio-demographic factors influenced these skills.

- **Participants:** The study involved 60 students, primarily aged 13–14 years (75%), with a balanced gender distribution (53% Male, 47% Female).

- **Methodology:** A quantitative approach with a descriptive cross-sectional design was utilized. Data was collected using a self-structured 15-item Life Skills Assessment Scale.
- **Key Findings on Life Skills:**
 - 47% of children fell into the "**Needs Improvement**" category.
 - 38% demonstrated "**Fair**" life skills.
 - Only 3% achieved an "**Excellent**" level of proficiency.
 - The results indicate a significant deficit in the readiness of these adolescents to handle daily, social, and emotional challenges independently.
- **Hypothesis Testing:** The null hypothesis was **rejected** for **Gender (p=0.040)** and **Type of House (p=0.007)**, showing they are significant factors in life skill development.
- **Demographic Influence:** Interestingly, factors typically associated with development, such as **Family Income (p=0.279)** and **Area of Residence (p=0.328)**, did not show a significant association, suggesting that life skill gaps are universal across different economic backgrounds in this sample.

CONCLUSION

The study concludes that the majority of high school children in the selected school in Jamuhar possess a low to moderate level of life skills. The high percentage of children in the "Needs Improvement" and "Fair" categories (totalling 85%) is a matter of concern for educators and parents alike.

The significant association found with **Gender** suggests that boys and girls may require different approaches to skill-building. Furthermore, the association with **House Type** indicates that the immediate physical and social environment plays a substantial role in fostering independence. Overall, the study underscores the necessity of incorporating structured **Life Skills Education (LSE)** into the school curriculum to empower students with the essential tools for personal and social competence.

RECOMMENDATIONS

1. **School Level:** Schools should organize "Life Skills Workshops" focusing specifically on Emotional Regulation and Cognitive Skills (critical thinking).
2. **Parental Level:** Parents should be encouraged to involve children in household chores and decision-making to move them from "Does with help" to "Does independently."
3. **Policy Level:** Educational authorities in Bihar should consider the WHO-recommended Life Skills program for middle and high school students.

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