

# Relationship Between Life Skills and Academic Achievement of Tribal Students

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## ABSTRACT

The present investigation was to study the relationship between life skills and academic achievement of tribal students. Using the incidental sampling technique, a total sample of 315 tribal adolescents of the age group (12 to 15 years) and 325 tribal adolescents of the age group of 16 to 18 years were selected from different high schools situated in tribal areas of Himachal Pradesh. The data were collected with the help of adapted version of Life Skills Assessment Scale (LSAS) developed by Nair, Subasree and Ranjan (2010). For analysis of data, product moment correlation was applied. The findings of the study revealed that there existed significant correlation between academic achievement and three dimensions of life skills as well as overall life skills for the tribal students of both the age groups. The strength of correlation between academic achievement and overall life skills as well as its components in case of tribal students of both age groups was moderate to high. The educational implications have been discussed at the end of the research paper.

**Keywords:** Life Skills, Academic Achievement, Tribal Adolescents

## INTRODUCTION

Life skills are considered as the fundamental abilities that any individual should work to acquire. They must be formed as a person goes through life. A person may develop these abilities through their interactions with friends, family, peers, and everyone else they come into contact with. Life skills enable children explore the problems of daily life and help them grow into stable, obedient, and valuable adults. One of the most important things that can help younger people make positive and beneficial turns in life is the improvement of life skills. Educational programmes are going to emphasize the holistic development of students, equipping them with essential 21st century skills, improving foundational knowledge and critical thinking and placing a greater emphasis on experiential learning. Expanded flexibility and a wider range of disciplines will be available to students, enabling them to customize their education according to their interests and skills. Students will be able to choose from an array of disciplines and be more flexible in order to follow their own interests and talents. There won't be rigid divisions between the academic and professional streams for extracurricular and curricular activities, or between science and the arts. The aim is to integrate professional and academic streams in education while providing equal emphasis on all topics, including science, social science, arts, language, sports, and mathematics etc. WHO (1997) has defined life skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of every-day life" Ten core life skills have been recommended by WHO; they are self-awareness, empathy, critical

thinking, creative thinking, decision making, problem Solving, effective communication, interpersonal relationship, coping with stress and coping with emotions. These skills are inter-related each other and works together for the holistic development of individuals. **Yadav and Pingle (2017)** conducted a study to develop life skills programme for adolescent students and to study its effectiveness on their life skills ability. It was revealed that life skills programme had a moderate effect on life skills ability of experimental group students. It was concluded that developing different life skills abilities among adolescents require planning and collective efforts of teachers, parents and school managements. **Daisy and Nair (2018)** evaluated the life skills intervention and its impact on the study skills among young adolescents. The study revealed that the life skills intervention had an impact on enhancing study skills among young adolescents. There was positive impact of life skills intervention in changing study skills among young adolescents as well as enhancing study skills among them. **Rani and Menka (2019)** concluded that teaching life skills to students provides motivation and direction to decrease the negative pressures such as drug indulgence and sex. The resulting competition to decrease the pressures can be used to withstand peer pressure or social compulsions. The life skills like critical thinking and problem solving help school children to prevent abuse. **Rani and Meenu (2021)** studied on life skills among senior secondary school students. It showed that boys and girls differed from each other in interpersonal life skills domain. Moreover, girls were having better level of interpersonal life skills as compared to boys. It also indicated that there was a significant gender difference in overall life skills among secondary school students. It was also observed that girls were ahead of boys in overall life skills. **Agadi (2022)** revealed that there was a significant relationship between academic achievement and life skills of secondary schools students. Further, there was a significant difference in the academic achievement of secondary school boys and girls. The secondary school girls had more achievement than secondary school boys. In addition to this, there was a significant difference in the life skills of secondary school boys and girls. The secondary school girls had more life skills than secondary school boys. **Sudha (2024)** found that there was a positive correlation between the total life skill scores and the achievement scores of an individual. It is of interest to note that the goal setting skill had a positive correlation with the critical thinking skill. This makes one wonder whether students think critically before fixing their goals. **Kumari et al. (2025)** revealed that there was a significant difference in the social skills of tribal students with different levels of parental economic status. In addition to this, tribal students belonging to different parental economic status did not differ significantly from each other in terms of their emotional skills, irrespective of their age group. Tribal students with different levels of parental economic status differed significantly from each other concerning their overall life skills.

In this study, the researcher intended to find out the relationship between life skills and academic achievement among tribal students with special reference to Kinnaur and Lahual-Spiti districts of Himachal Pradesh. Tribal people are considered to be indigenous people who live away from the so called civilized society.

## OBJECTIVE

To study correlation between different life skills and academic achievement of tribal students.

## HYPOTHESIS

There will be significant positive correlation between life skills and academic achievement of tribal students.

**METHODOLOGY**

For conducting the present investigation, survey technique under descriptive method of research was employed.

**Sample**

The sample of the study consisted of tribal adolescents of two age groups i.e. 315 tribal adolescents(12 to 15 years) and 325 tribal adolescents(16 to 18 years). The tribal adolescents were selected from Kinnaur and Lahaul-Spiti districts of Himachal Pradesh which are both entirely tribal in nature.

**Research Tool used**

The data were collected with the help of adapted version of Life Skills Assessment Scale (LSAS) by Nair, Subasree and Ranjan (2010).

**Analysis of Data:**

The data were analyzed by using applying product moment correlation.

**MAIN FINDINGS**

**1(a) Correlation between Life Skills and Academic Achievement of Tribal Students (12 to 15 Years)**

The results obtained after applying product moment correlation to ascertain correlation between academic achievement and various life skills of tribal students of 12 to 15 years age group along with coefficient of correlation (r) and r<sup>2</sup> are given in Table 1.

**TABLE 1**

**Correlation Coefficient (r) for Life Skills and Academic Achievement of Tribal Students (12 to 15 Years)**

Sr. No.	Types of Life Skills	Correlation Coefficient (r)
1	Thinking Skills and Academic Achievement	0.819**
2	Social Skills and Academic Achievement	0.612**
3	Emotional skills and Academic Achievement	0.689**
4	Overall Life Skills and Academic Achievement	0.809**

\*\* ----- Significant at 0.01 level of Significant

It may be seen from Table 1 that there is significant and positive correlation between academic achievement and three types of life skills as well as overall life skills of tribal students (12 to 15 years). The value of coefficient of correlation (r) between academic achievement and thinking skills was found to be 0.819 which was higher than the table value even at 0.01 level of significance, for d<sub>f</sub>313. Thus, it may be inferred that there was significant positive linear relationship / correlation between thinking skills and academic achievement of tribal school students which means that higher thinking skills significantly influence academic achievement of tribal students in a positive manner.

Similarly, the coefficient of correlation between academic achievement and social skills was computed to be 0.612 which was also significant at 0.01 level of significance, for d<sub>f</sub>313. The strength of correlation between academic achievement and social skills was found to be high. It may be contended

that better social skills contribute significantly towards higher academic achievement of tribal school students.

In addition to this, the value of correlation coefficient (r) between academic achievement and emotional skills was computed to be 0.689 which was also significant at 0.01 level of significance, for  $d_{313}$ . The strength of correlation between academic achievement and emotional skills was found to be high. So, it may be interpreted that better emotional skills influenced academic achievement of tribal school students in a significant and positive manner.

With regard to relationship between academic achievement and overall life skills, the coefficient of correlation was found to be 0.809 which was higher than the table value of 'r' even at 0.01 level of significance, for  $d_{313}$ . Therefore, it may be averred that academic achievement and overall life skills among tribal school students are positively and significantly interrelated.

**1 (b) Correlation between Life Skills and Academic Achievement of Tribal Students (16 to 18 Years)**

The results obtained after applying product moment correlation to ascertain correlation between academic achievement and various life skills as well as overall life skills of tribal students of 16 to 18 years age group along with coefficient of correlation (r) is given in Table 2.

**TABLE 2**  
**Correlation Coefficient for Life Skills and Academic Achievement of Tribal Students (16 to 18 Years)**

Sr. No.	Types of Life Skills	Correlation Coefficient (r)
1	Thinking Skills and Academic Achievement	0.849**
2	Social Skills and Academic Achievement	0.733**
3	Emotional skills and Academic Achievement	0.721**
4	Overall Life Skills and Academic Achievement	0.845**

\* \* ----- Significant at 0.01 level of Significant

On applying Pearson Product Moment Correlation method, the value of correlation coefficient (r) between academic achievement and thinking skills of tribal school students (16 to 18 years) was found to be 0.849 which was higher than the table value at 0.01 level of significance, for  $d_{323}$ . The strength of correlation between academic achievement and thinking skills was found to be very high. It may be inferred that there is significant linear relationship / correlation between academic achievement and thinking skills of tribal school students (16 to 18 years) which means that better thinking skills significantly influence academic achievement of tribal students (16 to 18 years) in a positive manner.

The value of correlation coefficient (r) between academic achievement and social skills of tribal school students (16 to 18 years) was found to be 0.733 which was higher than the table value at 0.01 level of significance, for  $d_{323}$ . The strength of correlation between academic achievement and social skills was found to be high. It may be interpreted that better social skills significantly influence academic achievement of tribal students (16 to 18 years) in a positive manner.

Similarly, the coefficient of correlation between academic achievement and emotional skills was computed to be 0.721 which was also significant at 0.01 level of significance, for  $d_{323}$ . This indicated that academic achievement and emotional skills are highly correlated. It may be inferred that there is

significant positive linear relationship / correlation between academic achievement and emotional skills of tribal students (16 to 18 years) which means that better emotional skills significantly influence academic achievement of tribal students (16 to 18 years) in a positive manner.

Furthermore, the value of correlation coefficient ( $r$ ) between academic achievement and overall life skills was found to be 0.845 which was higher than table value at 0.01 level of significance, for  $d_f 323$ . Thus, it may be inferred that there is significant positive linear relationship / correlation between academic achievement and overall life skills of tribal school students (16 to 18 years) which means that higher overall life skills significantly influence academic achievement of tribal students (16 to 18 years) in a positive manner. So, it can be held that better life skills contribute towards higher academic achievement.

In nut shell, it may be summed up that there exists correlation between academic achievement and three dimensions of life skills as well as overall life skills. The strength of correlation between academic achievement and life skills was found to be very highly correlated with each other.

## DISCUSSION OF FINDINGS AND IMPLICATIONS

The present study was to know the relationship between life skills and academic achievement among tribal adolescents. After analyzing the study's findings, it was found that there existed significant correlation between academic achievement and three dimensions of life skills as well as overall life skills for the tribal students of both the age groups. The strength of correlation between academic achievement and overall life skills as well as its components in case of tribal students of both age groups was moderate to high. The academic needs of the tribal school children should be identified by the teachers and the activities should be organized on the basis of those needs. The tribal school children should be provided with separate classes for enhancing their communication skills. The teachers should organize activities like; debates, declamation, brain storming sessions, role playing etc. to develop appropriate thinking skills among the children. Life Skills should hold a prominent position within the school curriculum, not relegated to extracurricular activities or passive value education. Schools ought to create various learning opportunities and embrace a learner-centric approach. Teachers should integrate Life Skills into their teaching methods, addressing challenges in implementation to foster a school culture centered on Life Skills education. The children should be provided with proper academic support and exemplary behaviour that lead towards the development of life skills among the children should be practiced by the family members. Excessive use of social media and electronic gadgets by the children must be checked upon by the parents. The parents should make proper communication with their children and understand their feelings and emotions so as to develop emotional skills among them. The good works of the children must be appreciated by the parents and the teachers. The parents should motivate their children to participate in various group-based community activities, social service activities which will contribute towards development of social skills among children.

Teachers, being closely involved with adolescents, are well-positioned to impart these skills. Language instructors may focus on general skills such as self-esteem and communication, while Physical Education teachers could incorporate teamwork and cooperation into their classes, thus contributing to life skills education. This underscores the pedagogical engagement with life skills education, as highlighted by teachers sharing their perspectives. Teachers emphasized that classroom-acquired skills can assist students in managing interpersonal relationships, empathizing with others, and confronting life's challenges with confidence. Building rapport with students and maintaining a friendly atmosphere in the classroom

encourages students to open up about their concerns. These insights emerged from a qualitative study of teachers' viewpoints.

The ultimate goal of social development and socialization is social maturity, which Life Skills Education aims to achieve. Apart from mainstream education, students should receive training in Life Skills to develop into confident and self-actualized individuals.

In order to develop different kinds of life skills among tribal school children, the teachers should make use of appropriate life skills development techniques and continuously motivate the students to participate in various curricular and co-curricular activities.

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