



Status of Middle School Teachers in Serchhip District on Life Skill Education with regards to Gender and Subject Taught

¹Dr. Gollapalli Tejeswara Rao, ²Melody L Betlu and ³RK Vanlalfakzuali

¹Assistant Professor, Mizoram University, Tanhril, Aizawl, Mizoram, India

^{2,3}Research Scholar, Mizoram University, Tanhril, Aizawl, Mizoram, India

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Corresponding Author: Dr. Gollapalli Tejeswara Rao

Abstract

The study titled “Status of Middle School Teachers in Serchhip District on Life Skill Education with regard to Gender and Subject Taught” aims to examine teachers’ understanding and implementation of life skill education. Life skill education is essential in fostering students’ emotional, social, and cognitive growth, equipping them to handle everyday challenges effectively. Teachers play a crucial role in promoting these skills within classrooms, making their knowledge and attitudes vital for holistic education. The study adopted a descriptive survey method using data collected from 65 middle school teachers across Serchhip district through the Kobo Collect application facilitated by the Magic Bus Foundation. Descriptive and inferential statistical tools such as mean, standard deviation, percentage, and t-test were used for analysis. The findings revealed that the overall status of teachers’ life skill education was moderate, indicating a balanced yet improvable understanding. A significant difference was found between male and female teachers, with females showing a higher level of awareness and application of life skill education. However, no significant difference was observed based on subject taught, suggesting a uniform approach across disciplines. The study underscores the need for continuous, gender-sensitive professional development programs to strengthen teachers’ capacity for effectively integrating life skill education in schools.

Keywords: Life skill education, Middle school teachers, Gender, Subject Taught

Introduction

Education is not only a means of acquiring knowledge but also a dynamic process that shapes one’s outlook, character, and capacity to function meaningfully in society. In the context of rapid global change, academic excellence alone is no longer sufficient to ensure personal growth or success. Learners must also acquire essential life skills that enable them to reason critically, communicate effectively, act responsibly, and deal constructively with daily challenges. Life skill education therefore serves as a vital bridge between theoretical learning and its practical application, helping students develop emotional stability, social adaptability, confidence, and sound decision-making abilities. Teachers play a key role in this process, as their attitudes, understanding, and classroom practices influence how effectively life skills are integrated into learning experiences.

The current education system is undergoing continuous transformation due to the influence of scientific and technological progress, as well as the expanding forces of

globalization, urbanization, industrialization, and privatization. These changes have reshaped expectations from education in the twenty-first century. Young people today possess immense creative and intellectual potential, yet many find it difficult to fully realize their abilities because of limited guidance, lack of motivation, and insufficient opportunities for personal development. Moreover, the youth of today face increasing academic, social, emotional, and psychological pressures. These challenges highlight the need for an education system that goes beyond acquiring information and instead focuses on shaping balanced, resilient, and socially responsible individuals.

While formal education remains important, the quality, relevance, and applicability of what is taught matter even more. An evident gap exists between classroom learning and the real-life skills students require. This gap stems largely from inadequate emphasis on skill-based and experiential learning. Life skill education addresses this concern by equipping learners with abilities that foster positive

behaviour, empathy, self-awareness, decision-making, and interpersonal understanding. By integrating life skills into education, learners become better prepared to manage their emotions, build healthy relationships, make responsible choices, and navigate the complexities of modern life with confidence and purpose.

Meaning and Relevance of Life Skills Education

The World Health Organization has described life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO, 1997) ^[12].

The National Education Policy (NEP) 2020 ^[3] stresses the importance of life skills education by stating that life skill education leads to holistic development equipping children with 21st century skills (GOI, 2020).

Hence, life skill education refers to the systematic development of psychosocial competencies that help individuals handle real-life situations in constructive ways. It enables students to manage emotions, communicate effectively, make informed decisions, and establish positive interpersonal relationships. Within school settings, such education contributes to the overall growth of learners by fostering resilience, confidence, and responsible citizenship. As global education frameworks increasingly emphasize holistic learning, integrating life skill education into the curriculum has become an essential step toward preparing students for both academic and social success.

Components of Life Skills Education

Life skill education typically encompasses a range of core components that fall under cognitive, emotional, and social domains.

- Decision-Making and Problem-Solving
- Creative and Critical Thinking
- Communication and Interpersonal Skills
- Self-Awareness and Empathy
- Coping with Emotions and Stress

Together, these skills support personal development and prepare individuals to engage meaningfully within their communities.

Rationale of the study

In the context of today's fast-evolving world, integrating life skill education into school curricula is no longer optional but necessary. It empowers students to become responsible, self-reliant, and emotionally balanced individuals who can contribute meaningfully to their communities. Therefore, prioritizing life skill education in the current educational landscape is crucial to transforming young learners into valuable assets for both national progress and global citizenship.

In the educational landscape of Mizoram, particularly in Serchhip district, the implementation of life skill education remains a developing area. Teachers' knowledge, preparedness, and willingness to integrate life skills into their teaching directly influence students' holistic growth. Moreover, factors such as gender and subject specialization may affect teachers' approaches, priorities, and comfort levels in delivering life skill-related content. Studying these dimensions provides valuable insights into the current status

of life skill education and helps identify areas requiring improvement through targeted teacher training and policy intervention.

This study holds importance for educators, policymakers, and training institutions seeking to enhance the quality of teaching and learning. By identifying strengths and gaps in teachers' understanding of life skill education, the research can inform the design of effective professional development programs. Strengthening teachers' capacities in this area will not only enrich classroom practices but also contribute to the holistic development of students and the overall improvement of educational outcomes.

Review of Related Literature

Venkatesh (2009) ^[11] found that life skills education positively influenced students' attitudes, self-concept, and problem-solving abilities in Mathematics. The study revealed that boys showed stronger attitudes and problem-solving skills, while girls demonstrated better self-concept, indicating the role of life skills in fostering balanced student growth. Kushwaha (2019) ^[4] compared life skills among Class IX students of CBSE and UP Boards in Varanasi and reported that CBSE students displayed higher skill levels, particularly in self-awareness, creativity, critical thinking, interpersonal relationships, and communication.

Sheikh (2015) ^[8] emphasized integrating core life skills into the curriculum, referring to WHO's key areas such as self-awareness, empathy, communication, critical thinking, and coping strategies. Repudi (2021) ^[7] observed that life skills education in Telangana schools was embedded in both curricular and co-curricular activities, helping students build resilience and responsible behaviour, recommending active teacher involvement in promoting life skills. London et al. (2022) ^[5] reviewed self-awareness development, highlighting mindfulness and reflective practices, and called for more research on its links to social and digital behaviour. Tiwari and Bajpai (2018) ^[10] noted that life skills education enhances teachers' mental wellness and their ability to effectively impart these skills to students.

Statement of the Problem

The problem is titled "A Study of the Status of Middle School Teachers in Serchhip District on Life Skill Education with regards to Gender and Subject Taught."

Objectives of the study

1. To examine the status of middle school teachers in Serchhip district on life skill education.
2. To compare the status of middle school teachers in Serchhip district on life skill education with regards to gender.
3. To compare the status of middle school teachers in Serchhip district on life skill education with regards to subject taught.

Hypothesis of the study

1. There is no significant difference between male and female middle school teachers in Serchhip district on life skill education.
2. There is no significant difference between social science subject teachers and other subject teachers of middle schools in Serchhip district on life skill education.

Method of the Study: Considering the nature of research and type of data, the investigator used descriptive method and employed the quantitative method of research.

Population and Sample

The population of the study comprised of all middle school teachers within Serchhip district.

The sample of the study includes 1 teacher each from all 65 middle schools within Serchhip district, i.e. 65 teachers.

Tools and Procedure of Data Collection: The data collected by Magic Bus Foundation through Kobo Collect was utilized for the study. All middle schools in Serchhip District participated in the administration of the life skills questionnaire facilitated by the Magic Bus Foundation, which was conducted using the Kobo Collect application.

Procedure of Data Analysis: In the present study, the investigator analysed the data using appropriate descriptive and inferential statistical techniques such as Percentage, Frequency Distribution to find out the Mean and Standard Deviation of different groups of respondents, and t-test.

Analysis and Interpretation of Data

Objective 1: To examine the status of middle school teachers in Serchhip district on life skill education

In order to find out the status of middle school teachers in Serchhip district on life skill education the scores obtained from the questionnaires are analysed and interpreted and the findings are presented in the following table:

Table 1: Status of Middle School Teachers in Serchhip District on Life Skill Education

Sl. No.	Score of Teachers	No. of Teachers	Percentage
1	0	1	1.54
2	5	1	1.54
3	6	2	3.08
4	7	8	12.31
5	8	7	10.77
6	9	5	7.69
7	10	14	21.54
8	11	11	16.92
9	12	11	16.92
10	13	4	6.15
11	14	1	1.54

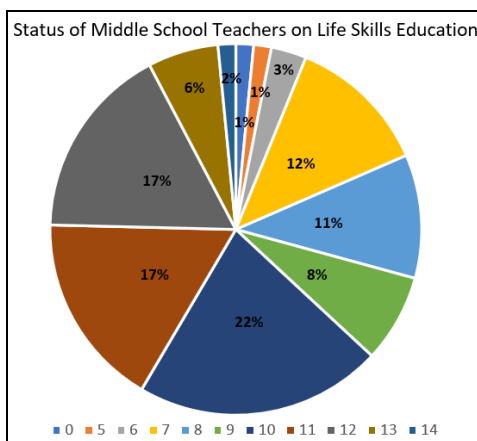


Fig 1: Percentage Scores of Middle School Teachers in Serchhip District on Life Skill Education

Analysis of the above Table 1 and Figure 1 shows that out of 65 teachers of the sample study, 1 teacher i.e. 1.54% has 0 score on life skills education, 1 teacher i.e. 1.54% has scored 5, 2 teachers i.e. 3.08% has scored 6, 8 teachers i.e. 12.31% has scored 7, 7 teachers i.e. 10.77% has scored 8, 5 teachers i.e. 7.69% has scored 9, 14 teachers i.e. 21.54% has scored 10, 11 teachers i.e. 16.92% has scored 11, 11 teachers i.e. 16.92% has scored 12, 4 teachers i.e. 6.15% has scored 13, and 1 teacher i.e. 1.54% has 14 score on life skills education.

The above analysis indicates that the average score of middle school teachers in Serchhip district on life skill education falls in 10. Hence, the average score of middle school teachers in Serchhip district on life skill education is neither high nor low, but moderate/average.

Objective 2: To compare the status of middle school teachers in Serchhip district on life skill education with regards to gender.

Null Hypothesis 1: There is no significant difference between male and female middle school teachers in Serchhip district on life skill education.

Table 2: Comparison between Male and Female Middle School Teachers on the Status of Life Skills Education

Gender	No. of Teachers	Mean	SD	SED	t-value	DF	Level of Significance
Male	38	9.26	2.73	0.55	2.09	63	Significant at 0.05 level
Female	27	10.41	1.62				

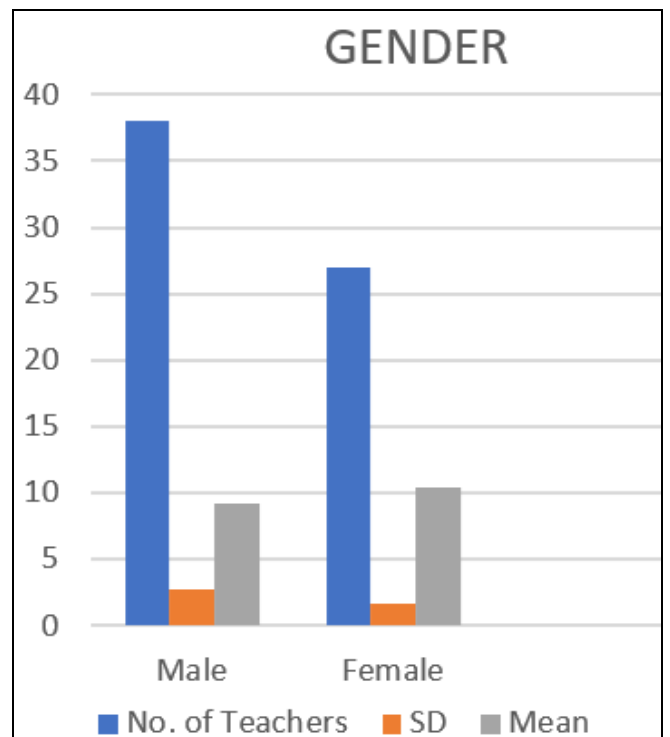


Fig 2: Graphical Presentation of the Status of Male and Female Middle School Teachers in Serchhip District on Life Skill Education

A perusal of the result vide Table 2 and Figure 2 reflects the difference in the status of middle school teachers in Serchhip district on life skill education with regards to gender in relation to Objective No. 2.

The mean and standard deviation scores of the male teachers are 9.26 and 2.73 respectively. Also, the mean and standard deviation scores of the female teachers are 10.41 and 1.62 respectively. The SED shown on the table is 0.55 in which the degrees of freedom is 63, and the calculated 't' value is 2.09.

Thus, the table reveals that the calculated t-value i.e. 2.09 is greater than the critical t-value at 0.05 level of significance. Therefore, the null hypothesis no.1, "There is no significant difference between male and female middle school teachers in Serchhip district on life skill education" is rejected. Hence, the study affirms that there is significant difference between male and female middle school teachers in Serchhip district on life skill education.

Objective 3: To compare the status of middle school teachers in Serchhip district on life skill education with regards to subject taught

Null Hypothesis 2: There is no significant difference between social science subject teachers and other subject teachers of middle schools in Serchhip district on life skill education.

Table 3: Comparison between Social Science and Other Subjects Middle School Teachers on the Status of Life Skills Education

Gender	No. of Teachers	Mean	SD	SED	t-value	DF	Level of Significance
Social Science	19	10.21	2.20	0.62	1.08	63	Not Significant
Other Subjects	46	9.54	2.46				

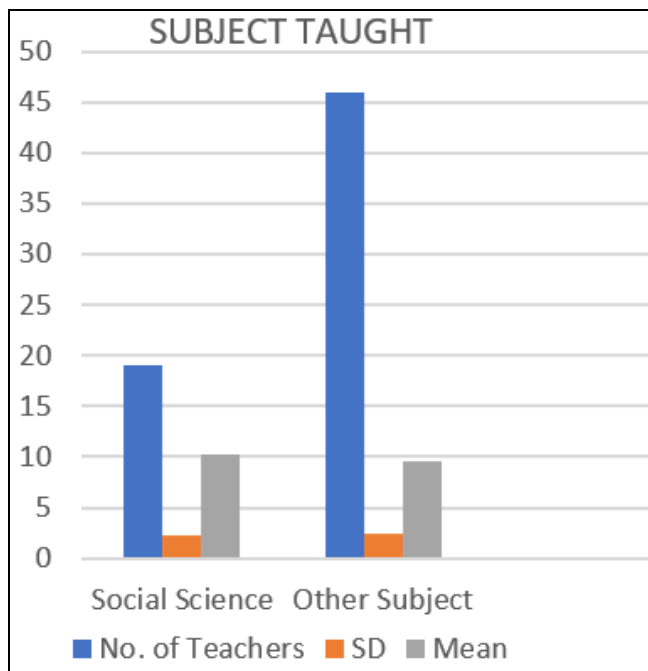


Fig 3: Graphical Presentation of the Status of Social Science and Other Subjects Middle School Teachers in Serchhip District on Life Skill Education

Analysis of the above Table 3 and Figure 3 shows the result for the test of significant difference in in the status of middle school teachers in Serchhip district on life skill education with regards to subject taught in relation to Objective No. 3. The mean value for social subject and other subjects middle school teachers is 10.21 and 9.54 respectively, and the

standard deviation are 2.20 and 2.46 respectively. The standard error of difference is 0.62 in which the degrees of freedom is 63 and the calculated t-value is 1.08.

Since the calculated 't' value i.e. 1.08 is less than the critical t-value, the null hypothesis no.2, "There is no significant difference between social science subject teachers and other subject teachers of middle schools in Serchhip district on life skill education" is accepted. Hence, it is determined that there is no significant difference in the the status of middle school teachers in Serchhip district on life skill education with regards to subject taught.

Findings

Objective 1: To examine the status of middle school teachers in Serchhip district on life skill education

The analysis of data under Objective 1 shows that the overall status of middle school teachers in Serchhip district on life skill education is moderate. The majority of teachers obtained scores around the average value of 10, indicating a balanced understanding of life skill education. While a few teachers scored very low, suggesting limited awareness or training, others achieved higher scores, reflecting better comprehension and implementation of life skills in teaching practices. This variation points to differences in exposure, experience, or professional development opportunities among teachers. The overall moderate level implies that teachers are aware of life skill education but may require additional capacity-building and refresher training to strengthen their skills and classroom integration.

Objective 2: To compare the status of middle school teachers in Serchhip district on life skill education with regards to gender

With respect to Objective 2, the findings reveal a significant difference between male and female teachers on life skill education. Female teachers recorded a higher mean score (10.41) compared to their male counterparts (9.26). The calculated t-value of 2.09 was greater than the critical value at the 0.05 level of significance, leading to the rejection of the null hypothesis. This indicates that gender has an influence on teachers' level of life skill education. Female teachers appear to be more aware and better equipped in this area, possibly due to greater sensitivity toward emotional and interpersonal domains, or higher participation in life skill-related training. These findings highlight the need for targeted interventions to support male teachers in enhancing their understanding and application of life skill education.

Objective 3: To compare the status of middle school teachers in Serchhip district on life skill education with regards to subject taught

In relation to Objective 3, the comparison between social science teachers and teachers of other subjects showed no significant difference in their level of life skill education. The mean scores for social science teachers (10.21) and other subject teachers (9.54) were close, with a t-value of 1.08, which is less than the critical value at the 0.05 level of significance. Therefore, the null hypothesis was accepted. This indicates that subject specialization does not significantly influence teachers' level of understanding of life skill education. The result suggests that life skill education is being integrated across subjects rather than

confined to specific disciplines. However, continuous training and support are still essential for teachers of all subjects to enhance their competency and to promote effective life skill-based teaching practices

Overall Discussion of Findings

Taken together, the findings indicate that middle school teachers in Serchhip district possess an average level of knowledge and understanding of life skill education. While gender differences were significant, subject differences were not. This suggests that efforts to strengthen life skill education among teachers should focus on inclusive and gender-sensitive professional development programs to ensure that all teachers, regardless of gender or subject taught, are equally competent in promoting life skills among students.

Conclusion

The present study on the “Status of Middle School Teachers in Serchhip District on Life Skill Education with regards to Gender and Subject Taught” highlights the growing importance of integrating life skill education into the school system. The study employed a descriptive survey method involving 65 middle school teachers from Serchhip district, selected through random sampling. Data were collected using a structured questionnaire on life skill education and analyzed using mean, standard deviation, percentage, and t-test to assess differences by gender and subject taught.

The findings reveal that the overall status of teachers in Serchhip district regarding life skill education is moderate, indicating that while most teachers possess a fair understanding of life skills, there remains a need for further enhancement through structured training and continuous professional development.

A significant difference was observed between male and female teachers, with female teachers demonstrating a higher level of understanding and awareness of life skill education. This suggests that gender plays a role in shaping teachers’ engagement with life skill concepts and practices. However, no significant difference was found between social science teachers and those from other disciplines, implying that subject specialization does not greatly influence teachers’ competence in this area.

Overall, the study underscores the importance of strengthening teachers’ capacity through regular life skill education workshops and integration of life skill components in teacher education programmes. By doing so, educators will be better equipped to guide students toward emotional resilience, effective communication, responsible decision-making, and positive social behaviour-skills essential for success in today’s dynamic world. Strengthening life skill education among teachers will thus contribute to the holistic development of learners and the overall quality of education in Serchhip district.

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