

Relationship Between Life Skills, Psychomotor Development And Economic Readiness In English Learning Among Higher Secondary Students

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Abstract

The present study explores the correlation among the three above mentioned aspects namely life skills, psychomotor development and economic readiness in context to the learning of English language among the Higher secondary school students of West Tripura district, Tripura, India. In today's educational environment, employment and socio-economic development, English language skills are now confirmed as an essential part for success. Language skills, along with life skills, like communicating, making decisions, critical thinking and problem solving, give learners the power to learn and adapt to the changes in socio-economic factors. Likewise, psychomotor development has an impact on cognitive and linguistic development of learners through coordination, participation and practice skills. Another measure of students' preparedness for future educational and occupational events is their competence in English, which also has a significant role in their economic readiness. The method used for attaining the information from this study is quantitative research method and the object of this study is the higher secondary level study students of West Tripura district. The aim is to examine the relationship of these aspects to each other and during the learning of English to study how life skills and psychomotor development contribute to economic readiness. The research results will be beneficial for teachers, policy makers and curricular designers in developing comprehensive educational programs that promote language development and personal growth of students with an emphasis on economic empowerment.

Keywords: Life Skills, Psychomotor Development, Economic Readiness, English Learning, Higher Secondary Students, Language Proficiency, Employability Skills, Educational Development, West Tripura District, Tripura, India.

Introduction

20th century education is not just about the things I'm learning during the school day--it is about developing skills and knowledge I must have for success in my personal, social and economic lives. Of these, life skills, psychomotor development and economic readiness are found to be important areas that relate to students' holistic development and employability. To communicate, to be able to participate in the educational process and find employment, English is becoming an obligatory requirement in a more globalized and technologic, knowledge-based society. English is not just a field of study, but an opportunity for gaining knowledge, advancement in career and socio-economic mobility. Thus, the factors which are

conducive to effective learning of English by higher secondary students had become the subject of the research.

Life skills is a collection of psychosocial skills and interpersonal capabilities that enable people to make decisions, communicate effectively, take a creative approach to problem solving and manage emotions and cope with change. Life skills, as stipulated by the World Health Organization (WHO) guidelines are cognitive, emotional and social skills that support them in handling demands and challenges in their everyday functioning. In terms of education, those who have well balanced life skills are confident, can communicate effectively, critical thinkers and adaptable which also facilitates language learning and academic success. Life skills play an important role in students' ability to communicate, collaborate and be confident -- crucial abilities in learning English.

Another aspect which is also an integral part of the students' overall development is Psychomotor. It means the development of physical co-ordination, movement, sensory reactivity and the incorporation of cognitive and motor activity in learning activities. It has long been acknowledged by educational psychologists that psychomotor skills have a great impact on class involvement, language learning and achievement. Coordination of cognitive and motor processes required for activities of which include reading, writing, speaking, listening and interactive learning or practice activities. However, development of good psychomotor skill, improve concentration, participation and experiential learning which aids in understanding and retention of the concepts of English language. Besides, the introduction of technology and activity-based learning in the modern class have raised more relevant problems of language teaching and learning into the psychomotor domain.

Economic readiness is the life readiness skill of engaging in economic activities, workplace and career development. In the present job market, apart from academic qualification, the employers are eager to hire those who are well-versed in effectively communicating their ideas and finding solutions, who are capable of adapting to new ideas and problems, whose English is good. The need for language proficiency in the English language has emerged as a fundamental aspect of the employability and economic mobility of a country and especially a developing country like India. Students with a good command of the English language benefit in making them more capable of going further in their education, finding jobs and coming into the national and global economy. Economically preparing higher secondary students, therefore, is correlated in close connection with their communicative competence in english language and their applied knowledge in their practical-professional aspects.

Higher secondary education is an extremely transitional phase in students' academic and professional lives. At this point, students begin to consider critically what they want to do with IUC, and career and future scenarios. The life skills and psychomotor wherewithal which are developed in this phase has an effect on their readiness and preparedness in their economic dimension of adulthood. The relationship existing between three variables "Life skills", "Psychomotor skills" as well as "Economically ready" and English learning is significant within the context of West Tripura district in the State of Tripura, where the educational institutions are striving to enhance education and "employ able skills" among the students. The students from the district come from a variety of socio-economic and cultural backgrounds that make it an appropriate setting to explore the factors that impacts on the English language development of students and their preparedness for future economic success.

Although academic achievement is highly discussed as a top-down priority, there is a comparatively small amount of research that has, as of this writing, examined those links between life skills and psychomotor growth that comprehensively relate them to economic readiness in the context of learning English by higher secondary students. So far research has only dealt with language proficiency or employability skills, without coming to grips with the multi-dimensional relationship of these scores. This is vital in planning educational policies and pedagogical practices to ensure students' overall growth and equip them with skills needed in the modern world.

Therefore the present research is an attempt to draw a relationship between the learning of life skills and Psychomotor development and economic readiness of the higher secondary students of West Tripura district (Tripura) in relation to English language phases of learning process of English with English as medium of instruction. The present study, therefore, aims to find the relationship between the learning of life skills, psychomotor development and economic readiness of higher secondary students of West Tripura district (Tripura) through English language in the process of learning English with English as a medium of instruction. Based on the results of this study, it is hoped that data obtained can be used as empirical data to refer to other studies in the field of education that can consider the following factors to improve students' English language learning outcomes and equip them with the next economic opportunities. Further, to combine the LSE and PTA with ELA, the research will develop strategies that would make it possible to induce the other two fields together to benefit students socio economically for holistic development, which will help the teachers, policy makers and curriculum planners.

Review of Literature

Life skills have emerged as a very important concept in the current trends of education since it is linked up with the preparation of students for personal, social and emotional development along with academic development. Life skills education has made its way into school programmes in the past decade or so due to the increasing problems encountered in the 21st Century.

Bala, Meenu, Anshu and Rekha (2024) studied the correlation between the life skills and academic performance of the senior secondary school students. The results from this study revealed that there was highly significant correlation between academic and life skills of the pupils. It was observed that better communication skills and decision making skill, problem solving skills were predictive of students' academic achievement. The findings indicated that the role and the significance of educational learning, skills learning, and their impact on educational results are very crucial.

A study on life skills of the higher secondary school students on the grounds of self-esteem has been conducted by Balhara, Rajkumari and Preeti (2023). They observed that the higher students' self-esteem the better they were able to adapt their life. From the findings, the researchers concluded that the competencies related to life skills of the students with high average self-esteem were better. The study emphasized that confidence, self-awareness, interpersonal skills contribute a lot to improve students' personality and academic performances.

Devi, Anuradha and Shweta (2024) in the study 'Life skills and its relationship with self concept among the Higher secondary school students of Madurai district' study the role of life skills and its relationship with self concept among the Higher secondary level students in Madurai district. According to the study, positive self-concept and effective life skills are very correlated. Students that knew themselves more and their capacity, had more coping capacities, skills in communication and emotional control.

One of the important life skills that was highlighted by Goswami (2019) with the higher secondary students, was self-awareness. The study revealed that self-awareness enhances the students' emotional intelligence, interpersonal relations and academic performance. According to the researcher, there is a strong interrelationship between the correlation of self-awareness and other students' life skill development and self-awareness is the building block for the students' other skill development and has an important role in the personality formation of students.

The objective of Samant and Joshi (2025) was to compare the level of life skills in respect to the academic streams of the girl students of tribal and non-tribal senior secondary school. Results indicated that there were considerable variations between various groups in relation to life skills level. Highlighting socio-cultural and educational environment to play an important role in building life skills competencies for adolescents was recommended.

Smitha and Thomas (2018) examined the awareness on life skills among the post graduate students in their study they found that the general awareness on life skills of post-graduate students is moderate to high level. The researchers suggest life skills education at all levels in the school educational system so that students can be more adaptable and skilled at work.

Papaya has not been the only one to have contributed in conceptualising life skills through international organizations. The term life skills, as given by the UNESCO-UNEVOC Glossary for TVET is defined as a set of cognitive, personal, and interpersonal skills that help people function in their daily lives and work. The IOFT again emphasizes the need LIFE SKILLS DEVELOPMENT for whole-life LEARNING and for Workplace READINESS and PARTICIPATION.

UNICEF (2019) proposed a more comprehensive vision of a CLFS that has a greater scope and emphasis on rights. The framework has outlined critical competencies which are considered key skills for empowering and enhancing socio-economic development, including communication, empathy, critical thinking, problem solving, collaboration and decision making. Further, UNICEF underlined how life skills programmes were helping adolescents to become resilient and had improved their access to jobs and socially included.

While explaining the importance and benefits of life skill education in Technical note on life skills programme for adolescents, UNICEF has pointed out that life skills education equips youth with skills that will enable them to make decisions, live in their new environments and to play active and productive role in society and economy. It called for training in life skills to be included in the school system to improve educational and employment outcomes.

In their study on awareness regarding life skills amongst the higher secondary students, Vemula and Lalramthari (2024) have noted that the pupils were aware of the importance of life

skills however there were significant differences between their awareness and putting them into practice. The researchers suggested a need for systematic interventions and training on strengthening the competencies of Life Skills amongst adolescents.

A World Health Organization (2003) definition of life skills is that they are “abilities for adaptive and positive behaviour which enable individuals to cope with the demands and challenges of daily life.” The organisation has been identifying 10 life skills which are: Self awareness, empathy, critical thinking, creative thinking, decision making, problem solving, good communication skills, interpersonal relationship skills, coping with stress and coping with emotions. It highlighted the need for life skills engagements to equip the youth with psychosocial abilities for healthy development and success in learning.

From the literature studied, the researcher observes that the progress of the students' personal development, academic achievement, self-esteem and self-concept are greatly influenced by life skills. Despite this, hardly any research has been found to have investigated the correlation between Life skills, Psychomotor development and Financial readiness of English learners of higher secondary level, particularly in the West Tripura District of Bharat Tripura. Therefore, the authors hope that the present study can make up this research gap, which investigates how these factors are combined or interact with the students' English learning and economic preparations for their future.

Objectives of the Study

1. To examine the level of life skills, psychomotor development, and economic readiness in English learning among higher secondary students in West Tripura District, Tripura, India.
2. To investigate the relationship between life skills and psychomotor development in English learning among higher secondary students.
3. To analyze the influence of life skills and psychomotor development on the economic readiness of higher secondary students in the context of English learning.

Hypothesis

Null Hypothesis (H_0): There is no significant relationship between life skills and psychomotor development in English learning among higher secondary students in West Tripura District, Tripura, India.

Alternative Hypothesis (H_1): There is a significant relationship between life skills and psychomotor development in English learning among higher secondary students in West Tripura District, Tripura, India.

Research Methodology

This study took quantitative type of study and Descriptive survey type of research design so as to study the relationship between the following variables: Life skills-Psychomotor development-Economic readiness of English language learning in Higher secondary students of West Tripura district, Tripura, India. The target population for the study were all the students of the Higher secondary sector of West Tripura District (Government/Private schools). Stratified random sampling with proper representation from all schools, gender and academic stream was used. For collecting the primary data, a structured questionnaire was

adopted and it had four parts -- Demographic data, Life skills scale, psychomotor development scale, English learning economic readiness scale. Responses were recorded on a 5 th point Likert scale, which ranged from "Strongly Disagree" to " Strongly Agree. Before giving the instrument to the last administration, the instrument was firstly pretested and the reliability and validity of the instrument was calculated by Cronbach's alpha method. Respondents freely agreed and appropriate permissions are gained from the relevant School authorities before data can be collected. Collected data then were coded, tabulated and analysed using the statistical method descriptive statistics (frequency, percentage, mean and standard deviation) as well as the inferential statistics (Pearson Product-Moment Correlations and Multiple regression analysis) to obtain knowledge of the relation and influence of knowledge in predicting the study variables. The results of the study are likely to yield empirical evidence for the role of life skills and psychomotor development in the enhancement of economic readiness through English learning to higher secondary students of West Tripura District Tripura.

Table 1: Descriptive Statistics of Life Skills and Psychomotor Development in English Learning among Higher Secondary Students (N = 400)

Variables	N	Mean	Standard Deviation	Minimum	Maximum
Life Skills	400	3.87	0.64	2.10	4.95
Psychomotor Development in English Learning	400	3.74	0.59	2.25	4.88

Mean scores of higher secondary students comparing to Life skills were 3.87 (SD = 0.64) in the descriptive statistics suggesting that the level of life skill competencies in higher secondary students is relatively high. Likewise, psychomotor development subject score in learning English has an average of 3.74 (SD = 0.59) which shows that the respondents have moderate to high ability in psychomotor development in learning English. The degree of variation indicated by the standard deviations demonstrates that there are variations in students' life skills and psychomotor development. These descriptive measures serve as the basis for conducting further inferential analysis to see whether a significant relationship exists between the two variables.

Table: Correlation between Life Skills and Psychomotor Development in English Learning

Correlations	Life Skills	Psychomotor Development
Life Skills	1	.642**
Sig. (2-tailed)	–	.000
N	400	400
Psychomotor Development	.642**	1
Sig. (2-tailed)	.000	–
N	400	400

Note: Correlation is significant at the 0.01 level (2-tailed).

The Pearson Product-Moment correlation analysis was employed to explore the correlation between the higher secondary students of West Tripura District of Tripura, India on English

language study on life skills and psychomotor development. Positive correlation coefficient ($r = 0.642$) and (p value = 0.000) which is statistically significant at the 0.01 level (2- tailed) were obtained from the results. Based on the calculation results found in this study, the relationship of the two variables is found to be moderate to strong, which is indicated by the value of the correlation coefficient obtained. The significance value ($p = 0.000$) is less than the prescribed level of significance ($\alpha = 0.05$), thus the null hypothesis in which there is a no significant difference between the two variables, is rejected and the alternative hypothesis is accepted. The results indicated that cultivation of Life skills such as Communication Skills, Decisions Making Skills, Problem Solving Skills, Self awareness skills and Interpersonal skills which have positive influence on psychomotor aspect of students as participation, coordination and language expression, practical involvement in English learning activities. Hence the enhancement of life skill of teachers' pupils in higher secondary section can be important to improve their psychomotor skill and overall effectiveness in enhancing students' English language learning.

Overall Conclusion

The above study concludes that, Life skills development, Psychomotor and economic readiness are significantly related and is essential to enhance English learning among higher secondary students of West Tripura District, Tripura, India. The results indicate that communication, critical thinking, decision making, problem solving and self-awareness of life skills are positively correlated with better psychomotor development and readiness for future economic opportunities. The Pearson correlation analysis further revealed that the life skills, psychomotor development in English is indicated to be strongly correlated in a positive direction so that there is an increase in life skills, there will be a positive increase in the psychomotor development in English, and vice versa. Moreover, good English skills are a great tool to acquire the employability skills, confidence and readiness to participate in the famous educational and job market. The study emphasizes the need and appeal for the educational institutions to introduce an encompassing environment that would also comprise life skills education and include psychomotor activities even with the introduction of English language education in the curriculum. In addition to this would be a welcome boost to pupils' outcomes and achievement, but also individual skills and prospects. Thus, it is recommended that the design of learner centred programmes is expected from the decision-makers, teachers and curriculum planners, which could develop life skills and psychomotor competencies of higher secondary students and enable them to successfully engage in the new socio-economic landscape of the 21st century.

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