

Enhancing Life Skills and Social Skills in the Generation of Technology

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Abstract

This study explores the development of life skills and social skills among higher secondary students in the age of technology. This study seeks to address the level of life skills and social skills among higher secondary school students in the digital era. This study also aims to find out the relationship between life skills and social skills among higher secondary school students. Through a review of existing literature and data analysis, it aims to highlight the development of life skills and social skills among the higher secondary students. Life Skills and social skills have the potential to enhance a positive behaviour of the students that can face challenges in everyday life. By using descriptive survey method, the data was collected from the higher secondary schools of Imphal East District by adopting simple random sampling technique. The findings of the study states that majority of the students have below average level of life skills whereas majority of the students have average level of social skills. The study also found that there is high positive correlation between life skills and social skills among the higher secondary students. The study suggests to policy makers and educators to give more importance in organizing general awareness programs related in fostering life skills and social skills which are very important in today's evolving world.

Keywords: *Life Skills, Social Skills, Technology*

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Introduction

Life Skills are the potential of a person that can help in facing problems and challenges in our day-to-day life. Life skills are also known as psychosocial skills as they are psychological in nature. As defined by the World Health Organization (WHO), Life skills are the abilities for positive behaviour that enable an individual to deal with demands and challenges of life. Social skills on the other hand are the important skills that a person possesses in order to interact with the society more positively and harmoniously. Social skills are the ability to deal with people by understanding and responding more precisely in social context. It involves understanding, communicating and interpreting in a well manner to produce and create more harmonious society as a whole. Social skills are very powerful and impactful skills that navigate the society into a positive environment. Social skills are not only important to personal growth but also in professional settings. A good leader should be equipped with good social skills so that the leader can lead a good and healthy work environment. Social skills can be developed from childhood and continue throughout life. However, social skills are not constant, they can be nurtured through self-awareness, practice and learning from social platforms. In the age of technology, due to the influence of digitalization, students face difficulties and challenges in social interaction as they give more focus on technologies instead of socialization. Socialization plays a crucial role on the students in developing social skills in order to overcome hindrances. That is why; nurturing human values becomes more and more important in the era of technology. Adolescence, who are in a crucial stage of developing emotional and social development should give more emphasis on nurturing life skills and social skills so that they can overcome challenges such as academic stress, peer pressure and identity formation. Human values such as life skills and social skills play a crucial role in the maintaining relationship between human and technology. While technologies produce connectivity and accessibility in our life, development of human values is also important to maintain responsibility of using technology morally and ethically.

Life Skills and Social Skills as Human Values

In human civilization, the development of human being has been depending not only on advancement of technology but also on nurturing human values. Among the human values, life skills and social skills play a crucial role in the civilization of human being as they enhance the competencies of an individual's thought, interaction and social contribution. Life skills and social skills are not just a simple ability that requires in personal development but also possess some important human values such as problem-solving, empathy, self-discipline and decision making etc. In the

constantly developing world where the advancement of technology is increasing rapidly, nurturing these skills as human values has become more important. In the age of technology, the way we human interact transforms greatly. Technology gives massive advantage in accessing information and transformation but it also gives challenges in human being. Social isolation, lack of social interactions, lack of ethics, emotional detachments are some challenges that creates by the technology. In this scenario, life skills and social skills as human values comes to the rescue as the driving forces to enhance the value of using technology in a healthy way. Problem solving helps in solving a challenge in a more positive way, critical thinking guides morally and ethically, emotional intelligence helps in developing healthy behaviour. Thus, life skills and social skills provides a balance in equipping technologies with human values.

Review of Related Literature

Many studies have conducted on the impact of life skills training among the school students by exploring the emotional intelligence (Sushma & Godi, 2017). The study was conducted in Visakhapatnam District of Andhra Pradesh State in India. The data for the study has been derived from a representative sample of 447 obtained from Class IX and Class VIII students attending high schools in Visakhapatnam District of Andhra Pradesh State in India. The researcher used stratified random sampling technique for the collection of the data. From the main findings of the study, the researcher has found that there is positive effect of Life skills training on the Life skills displayed by the students. There was a strong positive correlation between Life skills scores taken before Life skills training and Life skills scores taken after; $r(0.768)$, with Pre-test Emotional Quotient (EQ) scores explaining 59% of the variation in Post-test Emotional Quotient (EQ) scores. Another study was conducted on the effectiveness of life skills education on interpersonal relationship self-awareness, critical thinking, creative thinking and communication skills among IX standard students (N.Rayanagoudar S, 2019). The researcher studied to assess life skills on interpersonal relationship, self-awareness, critical thinking and communication skills scores of IX standard students of secondary schools of Gadag city in control and experiment group. Fifty students from each school of Gadag city have been randomly selected for both control group and experimental group. An attempt has been made in this study to give an exposure to the students for the various situations in personal life and in public life. Uses of appropriate methods have been mainly focused for enhancing their interpersonal relationship, self-awareness, creative thinking, critical thinking and communication skills. The researcher was able to bring about improvement in students' behaviours. This shows

that it is possible to carry out such experimental studies within the framework of the existing system. A study on Life skills emotional intelligence and employability of college students in the union territory of Puducherry was conducted (Sadhish, M, 2021). The researcher aimed to assess the level of life skills of the respondents. The study was conducted among final-year undergraduate students of various arts and science colleges of the Puducherry district. There are 9 Arts and Science colleges in Puducherry which are affiliated with Pondicherry University. The results reveal that the level of life skills of nearly half of the respondents (46.3%) is 'average'. Further, 48.2 percent of the male respondents fall in 'low' level and 45.1% of the female respondents fall in 'average' level of life skills. The findings suggest that improving life skills will certainly play a pivotal role in enhancing the youth's employability competency. A huge section of the youth population in India is untouched by the skills that are needed for their career development. By improving these skills and improving the quality and standard of education with need-based changes in an academic curriculum in concern with the current scenario will certainly reduce the level of unemployment, which is one of the great obstacles/hurdles for the Indian economic development. A study on the Effect of Life Skills Training on Social and Coping Skills, and Aggression in High School Students was conducted (Javidi, K., & Garmaroudi, G. 2019). A total of 100 high school students entered the study using a pretest-posttest assessment. All received life skills training (including coping skills, social skills and aggression control) during four sessions that each lasted 120 minutes. To compare the results before and after life skills training, four questionnaires including the individual characteristics of the study samples, the aggression test, the social skills test, and the coping skills checklist were used. The finding shows that Life skills training had a positive and significant effect on social and coping skills. The results also showed there was a significant decrease in aggression among students. It is necessary to implement life skills training programs for a better and comprehensive development in students. Moreover, considering the formation of personality at an early age and the current situation of society, learning these skills at an early age seems more desirable.

Significance of the Study

The rapid development of technology in today's world changes the way people interact, communicate and work with the society. Digital technology and artificial intelligence provide a huge advantage in our life in every way possible but they also create some challenges while equipping it. Some challenges include emotional well-being, ethical problem, interpersonal relationships and social responsibility. The present study on developing life skills and social skills in the age

of technology holds the importance in developing human values socially and personally. Firstly, this study contributes a better understanding of life skills and social skills as an important human value in the era of technology. Nowadays, people hugely depend on digital platforms to cope up with every challenge that comes in daily life; there is a need to develop and nurture skills such as problem-solving, emotional intelligence, decision-making, interpersonal relationship, communication skills, critical-thinking, empathy and good behaviour. By studying the levels of life skills and social skills and also the relationship between life skills and social skills, the study highlights the importance of developing skills in the era of technology. The study is also important for the field of education, as it gives focus on developing life skills and social skills among the students so that they can cope up with the challenges that they face in everyday life. Traditional education system mostly focuses on academic achievement while neglecting emotional and social development which is not right in today's world. This study also gives significance for personal and professional development as it will enhance the specific skills that help in dealing with any personal or professional setting. This study is also socially relevant as it contributes to nurture human values in the era of technology. By nurturing life skills and social skills as human values, the study gives the idea of using technology in humanly way so that human values and technology go in balance for the betterment of the world.

Objectives of the study

- i) To determine the level of life skills among higher secondary school students of Imphal East District, Manipur State.
- ii) To determine the level of social skills among higher secondary school students of Imphal East District, Manipur State.
- iii) To find out the relationship between life skills and social skills among higher secondary school students of Imphal East District, Manipur State.

Hypotheses of the study

- i) There exists high level of life skills among higher secondary school students of Imphal East District.
- ii) There exists high level of social skills among higher secondary school students of Imphal East District.
- iii) There exists a positive correlation between life skills and social skills among higher secondary school students of Imphal East District.

Methodology

Method of the study: The investigator employed descriptive survey method in the present study.

Population and Sample of the study: The population of the study was confined to the students studying class XI and class XII. By adopting simple random sampling technique, the sample was drawn from 180 students of 5 higher secondary schools of Imphal East District, Manipur under Council of Higher Secondary Education Manipur (COHSEM).

Sl. No.	Institution
1.	Emmanuel English Academy, Sawombung
2.	Lamlai Higher Secondary School, Pungdongbam
3.	Meipakpi Higher Secondary School, Wangkhei
4.	Pari Imom Khwai Shindam Shang, Pangei
5.	Royal Academy of Science, Kongba

Tools used

In the present study, both self-developed and standardized tools were used:

- a) The student background information sheet was developed by the investigator himself.
- b) **Life Skills Scale (LSS-AAPS, 2015)** a standardized questionnaire developed by Dr. Anjum Ahmed and Saba Parveen.
- c) **Social Skills Rating Scale (SSRS-SVAAKS, 2012)** a standardized questionnaire developed by Dr. Vishal Sood, Dr. Arti Anand and Suresh Kumar.

Statistical Techniques Used: In the present study, descriptive statistics viz., Percentage and Karl Pearson's Product-Moment Correlation were used to analysed the collected data.

Data Analysis and Interpretation

Details of data analysis and results are given below.

Analysis and Interpretation of Objective No.1: To determine the level of life skills among higher secondary school students of Imphal East District.

Table No.1: Levels of Life Skills among Higher Secondary School Students of Imphal East District, Manipur.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	1	.6	.6	.6
	Above Average	19	10.6	10.6	11.1
	Average	44	24.4	24.4	35.6
	Below Average	58	32.2	32.2	67.8
	Poor	35	19.4	19.4	87.2
	Very Poor	23	12.8	12.8	100.0
	Total	180	100.0	100.0	

Graphical Representation of the Level of Life Skills among Higher Secondary School Students of Imphal East District, Manipur.

Figure No.1

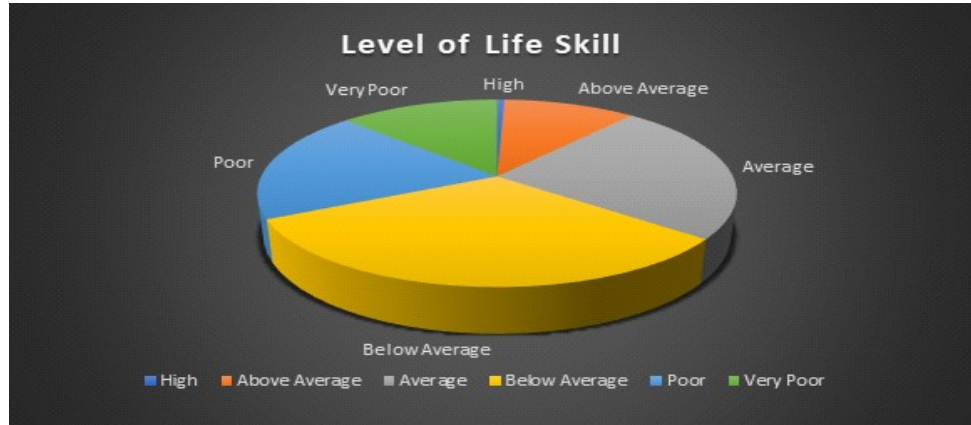


Table No.1 and Figure No.1 indicates that 0.6% high level of life skills, 10.6% have above average level of life skills, 24.4% have average level of life skills, 32.2% have below average level of life skills, 19.4% have poor level of life skills whereas 12.8% have very poor level of life skills.

Interpretation of the result: Out of 100% of the total sample, 32.2% have below average level of life skills which is the highest among the category. From the result, it can be interpreted that the majority of the students have below average level of life skills.

Analysis and Interpretation of Objective No.2: To determine the level of social skills among higher secondary school students of Imphal East District, Manipur.

Level of social skills among higher secondary school students of Imphal East District, Manipur

Table No.2: Graphical Representation of the Level of Social Skills Among Higher Secondary School Students of Imphal East District, Manipur.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	8	4.4	4.4	4.4
	Above Average	28	15.6	15.6	20.0
	Average	62	34.4	34.4	54.4
	Below Average	51	28.3	28.3	82.8
	Low	25	13.9	13.9	96.7
	Extremely Low	6	3.3	3.3	100.0
	Total	180	100.0	100.0	

Figure No.2



Table No.2 and Figure No.2 indicates that 4.4% have high level of social skills, 15.6% have above average level of social skills, 34.4% have average level of social skills, 28.3% have below average level of social skills, 13.9% have low level of social skills whereas 3.3% have extremely low level of social skills.

Interpretation of the result: Out of 100% of the total sample, 34.4% of the students have average level of social skills which is the highest among the given category and 3.3% of the students have extremely low level of social skills which is the lowest among the given category. From the result, it can be interpreted that majority of the students have average level of social skills.

Analysis and Interpretation of Objective No.3: To find out the relationship between life skills and social skills among higher secondary school students of Imphal East District, Manipur.

The relationship between the two variables; life skills and social skills has been computed by employing Pearson's Product Moment Correlation method.

Table No.3: Relationship Between Life Skills and Social Skills Among Higher Secondary School Students

		Life Skills	Social Skills
Life Skills	Pearson Correlation	1	.495**
	Sig. (2-tailed)		.000
	N	180	180
Social Skills	Pearson Correlation	.495**	1
	Sig. (2-tailed)	.000	
	N	180	180
**. Correlation is significant at the 0.01 level (2-tailed).			

Interpretation of the result

Table No. 3 shows that the relationship between life skills and social skills of the students of Imphal East District are moderately positive correlation (0.49). The correlation is significant at 0.01 level. From the result, it can be interpreted that life skills and social skills are moderately positive correlated among the students of higher secondary schools in Imphal east district, Manipur.

Testing of Hypothesis and Conclusion

“There exists a positive correlation between life skills and social skills among higher secondary school students of Imphal East District”. According to the finding, there exist a positive correlation between life skills and social skills among the higher secondary school students of Imphal East District, Manipur. Therefore, the alternate hypothesis is accepted. It can be concluded that there is moderately positive correlation between life skills and social skills among the higher secondary school students of Imphal East District, Manipur.

Main Findings of the Study

- i) The study shows the levels of life skills among the higher secondary students was high at 32.2% below average level. Thus, the majority of the students has below average life skills.
- ii) The study also revealed that the level of social skills among higher secondary school students was average at 34.4%. Thus, the majority of the students has average social skills.
- iii) The study also demonstrated that there is a moderately positive correlation between life skills and social skills among the higher secondary school students of Imphal East District, Manipur.

Educational Implications

Life skills and social skills play a crucial role in developing good behaviour and personality of a student, that is why nurturing life skills and social skills are very important so that they can cope up with daily challenges. Implementing life skills program in institutions can help the students finding out their strong and weakness of their respective skills. Majority of the students does not have enough idea about life skills and social skills which are very important in shaping their own career. Organizing awareness programs related to human values can also help in understanding more about such important skills. By implementing life skills in school curriculum will also give an impact in building up the novel ideas about human values which is very much needed in today’s rapidly developing world.

Conclusion

The age of technology brings lots of opportunities in every aspect starting from personal development to holistic development of a person. But at the same time technology also create challenges that effects to human values starting from emotional well-being to social relationships. This study emphasized that life skills and social skills are important human values that helps individuals to cope up in everyday life in the era of technology. Technology and human values should go hand-in-hand by keeping a proper balance to achieve a well-being society.

The findings of the study highlight the levels of life skills and social skills among the higher secondary school students of Imphal East District, Manipur. Majority of the students had average level of life skills whereas the majority of the students had average level of social skills and also it can be interpreted that there is a positive relationship between life skills and social skills among the students. To develop life skills and social skills to the students, it is necessary to learn and understand the human values in this rapidly developing era of technology. We should foster human values at any cost because that will help us in preserving the ethical considerations and emotions which are not acquired in digitalization. Life skills programs should also be included in school curricula so that the students will have the idea of the importance of human values. By doing so, educators can create a healthy environment where human values can be preserved and foster effectively. Developing life skills and social skills in the age of technology is not an option but a fundamental needs for maintaining human values in the digital world. Balancing technology with life skills and social skills ensures that the advancement of technology remains in good control morally and ethically. By fostering emotional well-being and social competence, society can gain the benefits of technology while preserving the human values.

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