



Influence of Life Skills on E-Learning Attitude among Higher Secondary School students: An Analytical Educational Perspective

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Abstract

The rapid integration of digital technologies into school education has transformed the learning environment, making e-learning an indispensable component of secondary education. However, students differ considerably in their attitudes toward e-learning, influencing their engagement, academic performance, and learning outcomes. Life skills, encompassing cognitive, emotional, interpersonal, and adaptive competencies, are increasingly recognized as essential determinants of successful participation in technology-enabled learning environments.

The present paper examines the influence of life skills on e-learning attitudes among higher secondary school students through a review of theoretical perspectives and empirical evidence. Drawing upon the World Health Organization's life skills framework and educational technology theories such as the Technology Acceptance Model, the paper highlights that students possessing stronger life skills demonstrate greater confidence, motivation, self-regulation, problem-solving ability, and adaptability in online learning contexts. The paper highlights the role of communication skills, critical thinking, emotional regulation, decision-making, and stress management in shaping positive attitudes toward e-learning. The paper also discusses the educational implications for schools, teachers, counsellors, and policymakers in promoting life skills education alongside digital literacy initiatives.

Keywords: Life Skills, E-Learning Attitude, School Education

Introduction

The concept of life skills was formally introduced by the World Health Organization (WHO, 1997), which defined life skills as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life." The WHO framework identifies ten core life skills—self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationship skills, coping with emotions, and coping with stress—which have become the foundation of school-based life skills education programmes worldwide.

The twenty-first century has witnessed an unprecedented transformation in educational practices through the widespread adoption of digital technologies. The integration of Information and Communication Technology (ICT) into teaching and learning has significantly altered traditional classroom practices, enabling students to access educational resources beyond the boundaries of time and place. E-learning, defined as learning facilitated through electronic technologies and internet-based platforms, has emerged as a major mode of instruction in secondary and higher education. The COVID-19 pandemic further accelerated this transition by compelling educational institutions worldwide to adopt online and blended



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learning models, thereby highlighting the importance of students' readiness and attitudes toward digital learning.

Attitude toward e-learning represents an individual's positive or negative disposition toward using digital technologies for educational purposes. Students with favourable attitudes tend to demonstrate higher levels of participation, motivation, persistence, and academic achievement in online learning environments. Conversely, negative attitudes often result in reduced engagement, learning anxiety, technological resistance, and poor educational outcomes. Educational researchers have consistently emphasized that technological infrastructure alone cannot ensure effective online learning; rather, learners' psychological, behavioural, and social competencies significantly influence the successful adoption of e-learning.

Among these competencies, life skills have emerged as one of the most significant determinants of students' educational success. These skills include self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationship skills, coping with emotions, and coping with stress. These psychosocial competencies facilitate healthy adjustment, resilience, effective decision-making, and positive interpersonal interactions, thereby, enabling individuals to navigate complex academic and social environments successfully.

Life skills, as defined by UNESCO (2004) encompass a broad spectrum of cognitive, social, emotional, and behavioural competencies that prepare learners for lifelong learning, responsible citizenship, employability, and sustainable development. According to UNESCO, life skills education extends beyond academic achievement enabling them to participate effectively in an increasingly complex and technology-driven society.

Contemporary educational frameworks increasingly emphasize that life skills are not supplementary but integral components of quality education because they enable students to adapt to rapidly changing technological and social contexts.

Higher secondary education represents a critical developmental stage characterized by rapid cognitive, emotional, psychological, and social changes. Students at this stage are expected to make important academic and career decisions while simultaneously adapting to increasing technological demands. Digital learning environments require learners to exercise self-regulation, independent learning, effective communication, collaboration, time management, problem-solving, and emotional resilience. Consequently, students possessing stronger life skills are better equipped to utilize digital technologies effectively and develop positive attitudes toward e-learning.

The Technology Acceptance Model (TAM) proposed by Davis (1989) provides an important theoretical foundation for understanding students' acceptance of e-learning technologies. According to TAM, perceived usefulness and perceived ease of use significantly determine individuals' attitudes toward technology adoption. Life skills such as critical thinking, adaptability, confidence, communication, and self-management enhance students' ability to perceive digital technologies as useful and manageable, thereby strengthening positive



attitudes toward online learning. Students with well-developed life skills are more likely to overcome technological barriers, demonstrate higher learning motivation, and effectively utilize digital resources for academic purposes.

Recent empirical studies have supported the positive association between life skills and educational outcomes. Research indicates that life skills education improves students' self-esteem, empathy, resilience, emotional regulation, academic adjustment, and learning motivation. Likewise, studies examining higher secondary students have reported that life skills contribute significantly to positive academic behaviour and adaptive learning practices. Evidence also suggests that technology-supported life skills programmes can improve learners' attitudes and awareness toward digital education, highlighting the complementary relationship between psychosocial competence and technology-enabled learning.

The present paper seeks to examine the influence of life skills on e-learning attitudes among higher secondary school students. The study aims to provide a conceptual understanding of the relationship between life skills and digital learning behaviour while identifying implications for teachers, school counsellors, educational planners, and policymakers. The findings are expected to contribute to the development of comprehensive educational strategies that integrate life skills education with digital pedagogy, thereby fostering technologically competent, resilient, and lifelong learners.

Objectives of the Study

1. To examine influence of life skills on e-learning attitudes among higher secondary school students.
2. To examine factors impacting attitude of students towards life skills and e learning.

Methodology

This study is based on **secondary data analysis**, drawing from published research articles, government reports, and international agency publications. An educational frame work is used to interpret findings, focusing on systemic, attitudinal and structural challenges related to life skills and e learning among school children.

Review of Literature

Life skills have been recognized as essential competencies for enabling adolescents to cope effectively with academic, social, emotional, and technological challenges. Simultaneously, the growing integration of digital technologies into education has made students' attitudes toward e-learning an important determinant of academic success. Existing research suggests that life skills and e-learning attitudes are closely associated, as both involve self-regulation, critical thinking, communication, adaptability, and problem-solving competencies.

Several research studies have demonstrated the effectiveness of life skills education among adolescents. Nasheeda et al. (2019) conducted a comprehensive narrative systematic review of international life skills education programmes and concluded that life skills interventions significantly improve adolescents' communication skills, emotional intelligence, decision-making ability, resilience, interpersonal relationships, and psychological well-being. The



review also highlighted that life skills education enhances academic engagement and recommended further research examining its relationship with digital learning environments.

Kirchhoff and Keller (2021) systematically reviewed school-based life skills programmes and found that interventions focusing on self-regulation, emotional competence, communication, and responsible decision-making significantly improved students' health behaviours, academic adjustment, and psychosocial development. Their review emphasized that life skills education should be developmentally appropriate and integrated throughout school education.

Singh et al. (2022) synthesized multidisciplinary evidence on adolescent life skills education and concluded that life skills programmes positively influence cognitive competence, social relationships, resilience, and behavioural outcomes. The review proposed a comprehensive conceptual model linking life skills with educational achievement and recommended expanding research on digital learning competencies and technology-mediated education.

Hvalby et al. (2024) conducted a systematic scoping review of empirical studies on life skills in compulsory education. The review found that most educational interventions were grounded in the WHO framework and reported positive outcomes in communication, collaboration, self-management, emotional regulation, and critical thinking. The authors concluded that life skills education plays a vital role in preparing learners for lifelong learning and digital participation.

Yadav and Iqbal (2009) within the Indian context, experimentally examined the impact of life skills training among adolescents. Their findings indicated that students who received structured life skills education demonstrated significantly higher levels of self-esteem, empathy, emotional adjustment, and psychosocial competence than those who did not receive such training. These findings suggest that life skills education contributes to healthier learning behaviours and improved academic functioning.

Tiwari and Bajpai (2021) in another Indian school-based research, synthesized evidence on life skills education and reported that structured life skills programmes consistently enhanced students' confidence, communication, emotional regulation, academic motivation, and problem-solving abilities. The review emphasized integrating life skills education into school curricula to promote holistic adolescent development.

Recent empirical evidence among higher secondary students further supports these observations. Bindu and Saravanakumar (2026) evaluated the effectiveness of an instructional module designed to enhance life skills among higher secondary students in Kerala. Their study demonstrated significant improvements in communication, decision-making, empathy, stress management, and problem-solving after the intervention, indicating that structured life skills education strengthens students' psychosocial competencies and readiness for contemporary learning environments.

Saha (2025) investigated attitudes toward life skills among higher secondary students and found significant variations across rural and urban settings and between male and female students. The study concluded that positive attitudes toward life skills education contribute to students' personal development and recommended strengthening life skills programmes across higher secondary schools.



Research examining life skills and academic achievement also provides indirect evidence of their importance in digital learning. Bala et al. (2024) reported a significant positive relationship between life skills and academic achievement among senior secondary school students. Students possessing higher levels of communication, decision-making, emotional management, and problem-solving skills performed better academically, suggesting that these competencies facilitate effective learning irrespective of instructional mode.

The increasing adoption of e-learning has shifted researchers' attention toward factors influencing students' acceptance of digital learning technologies. Davis (1989) proposed the Technology Acceptance Model (TAM), which argues that perceived usefulness and perceived ease of use determine individuals' attitudes toward technology adoption. Students possessing higher self-confidence, critical thinking, adaptability, and self-regulation are more likely to perceive e-learning systems as useful and manageable, thereby developing favourable attitudes toward online learning.

Empirical studies have supported this theoretical framework. Chaulagai (2018) examined higher secondary students' attitudes toward e-learning materials and found that most students exhibited favourable attitudes toward digital learning when they had adequate technological resources, motivation, and confidence. Positive attitudes were associated with greater engagement and willingness to use online learning resources for academic purposes.

Ninsiana et al. (2022) investigated high school students' attitudes toward e-learning following the expansion of online education. Although students acknowledged the usefulness and flexibility of digital learning, their attitudes were influenced by learner motivation, technological competence, interaction quality, and self-directed learning abilities. The study concluded that psychosocial competencies significantly shape successful participation in e-learning environments.

Research on learner engagement during online education further supports this perspective. A nationwide study by Yilmaz et al. (2022) reported that students' engagement and attitudes toward e-learning depended not only on technological infrastructure but also on self-regulation, motivation, resilience, and independent learning skills. The authors emphasized strengthening learners' psychosocial competencies alongside digital literacy to improve online learning outcomes.

Overall, the literature consistently demonstrates that life skills education enhances students' cognitive, emotional, and social competencies, leading to improved academic adjustment, resilience, communication, and self-directed learning. These competencies are equally essential for developing positive attitudes toward e-learning. Nevertheless, despite substantial evidence supporting the independent benefits of life skills education and e-learning, relatively few empirical studies have directly examined the influence of life skills on e-learning attitudes among higher secondary school students, particularly in the Indian educational context.

Recommendations



Educational institutions should therefore integrate structured life skills education with digital literacy programmes to enhance students' readiness for technology-mediated learning. Teachers, school counsellors, and educational administrators should adopt learner-centred pedagogies that foster critical thinking, communication, collaboration, emotional intelligence, and self-regulated learning alongside technological competence. Such an integrated approach is likely to improve students' attitudes toward e-learning, academic performance, psychological well-being, and lifelong learning capabilities.

Future research is also necessitated and should employ robust quantitative and mixed-method approaches to examine the predictive and mediating roles of individual life skills dimensions in shaping e-learning attitudes across different demographic groups.

Conclusion

To sum up, life skills constitute one of the most significant psychosocial resources influencing students' adaptation to technology-enabled education. As digital learning becomes an integral component of secondary education, students require not only technological competence but also cognitive, emotional, and interpersonal skills that enable them to learn independently, collaborate effectively, solve problems creatively, and cope with academic challenges. The life skills such as self-awareness, critical thinking, decision-making, communication, emotional regulation, problem-solving, and stress management contribute significantly to students' academic motivation, resilience, self-efficacy, and learning engagement.

These competencies positively influence students' perceptions of e-learning by increasing their confidence in using digital technologies, improving self-directed learning behaviours, and facilitating meaningful participation in online educational environments. Students possessing stronger life skills are more likely to perceive e-learning systems as useful, accessible, and beneficial for academic achievement.

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