

Embedding 21st-century life skills in the curriculum: Analysis of elementary level curriculum for the teaching of life skills

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How to cite this article:

Hasrat, M. A., Kanwal, S., Awan, S. M. & Saleem, K. (2024). Embedding 21st-century life skills in the curriculum: Analysis of elementary level curriculum teaching life skills. *Journal of Excellence in Social Sciences*, 3(3), 71–83.

Received: 8 April 2024 / Accepted: 27 May 2024 / Published online: 5 June 2024

Abstract

Life skills refer to a wide range of capabilities that enable individuals to traverse the difficulties of daily life effectively. These include effective communication, leadership, initiative, productivity, cooperation, conflict management, emotional intelligence, resilience, self-awareness, and empathy. The current study aimed to find evidence of the integration of life skills in the Elementary Level Curriculum and seek Elementary School Teachers' views regarding the reflection of life on these skills in real life. For this, the researcher employed a qualitative research approach. At first, a document analysis was adopted to seek evidence of life skills in the elementary-level curriculum. After that, interviews were conducted to find elementary school teachers' (ESTs) views on the reflection of life skills in everyday life. The study sample consisted of 25 ESTs. The study was delimited to the ESTs of district Kasur and the subject of English for grades VI, VII, and VIII. Findings revealed plenty of evidence of the integration of life skills in the Elementary Level Curriculum. However, its reflection is not seen in our everyday life. The reasons behind this non-practicability of life skills include lack of training and guidance, lack of role of family and community, pedagogical errors, the non-professional attitude of the teachers, poor and rigid examination system, the gaps between theory and practice, lack of teacher-student interaction, contextual factors, focus on academics only, lack of knowledge and lengthy syllabus, etc. Based on the study's findings, it was recommended that teachers be trained to make them pedagogically strong. The examination system may also be revised. The number --race may be converted with certificated achieved through

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extra-curricular activities.

Keywords: 21st-century life skills, Elementary School Teachers, Single National Curriculum, Professional Development, Pedagogical skills

1 Introduction

Education encompasses more than simply academic content (Welsh & Swain, [2020](#)). Lifelong talents are also necessary. People with life skills can overcome daily obstacles (Sagone et al., [2020](#)). These skills go beyond reading and writing. Individual and social skills are to be developed. Life skills include communication skills, problem-solving techniques, and analytical thinking. The world is changing swiftly; thus, pupils must acquire life skills. At a young age, schools need to impart these essential abilities. Young brains will be better prepared for life's challenges (Shahin et al., [2020](#)).

In today's world of fast global change, elementary education must incorporate 21st-century life skills (Kennedy & Sundberg, [2020](#)). Traditional education paradigms focused on rote memorization and standardized testing are no longer sufficient due to the rapid advancement of technology, globalization, and a dynamic labor market. Emotional intelligence, communication, teamwork, creativity, and critical thinking are all prioritized in modern education (Kiptiony, [2024](#)). These abilities are necessary for advancement in both the personal and professional spheres in addition to academic accomplishment.

Integrating these skills into the elementary curriculum requires a comprehensive approach (Akib et al., [2020](#)). A thorough strategy is needed to include these abilities in the primary curriculum. New content must be added, and teaching approaches, assessment techniques, and the general learning environment must all be modified. The aim is to encourage children's intellectual, emotional, and social growth via a comprehensive educational experience (Mahoney et al., [2021](#)). A curriculum that prepares pupils for real-world problems replaces the conventional emphasis on memorizing (Dare et al., [2021](#)).

The 21st-century curriculum strongly emphasizes problem-solving and critical thinking (Kennedy & Sundberg [2020](#); Tohani & Aulia, [2022](#)). These abilities support students' scenario analysis, decision-making, and creative problem-solving. This entails motivating elementary school pupils to investigate various answers, pose questions, and engage in in-depth discussions of their subjects. By fostering curiosity and independent thought in the classroom, teachers may equip their students with the skills they need to boldly face difficulties in the real world (Kibga et al., [2021](#)).

Teamwork and collaboration are also crucial. The capacity for collaborative work is essential in today's interconnected environment (Thornhill-Miller et al., [2023](#)). These abilities may be fostered in elementary school through cooperative problem-solving exercises, peer evaluations, and group projects (de la Torre-Neches et al., [2020](#)). By teaching kids, the importance of diverse viewpoints, effective communication, and group dynamics, these activities set the groundwork for future collaboration that will lead to success.

Effective written and spoken communication is essential for success in many facets of life (Saputra, [2021](#)). Students may learn to communicate their ideas effectively and confidently in elementary school by participating in activities like storytelling, presentations, debates, and writing projects. Students who get digital literacy instruction can easily use contemporary communication devices (Tohara, [2021](#)). Students with strong communication skills can interact effectively with others and share knowledge (Aslan, [2021](#)). These days, originality and creativity are widely prized in society. Elementary education may foster creativity by promoting creative play, artistic expression, and inventive initiatives (Calavia et al., 2020). A growth mindset fosters an atmosphere

emphasising creativity, encouraging students to explore, take chances, and learn from their mistakes (Zhao et al., [2021](#)). Schools may assist children in developing the creative thinking necessary for future problem-solving and entrepreneurship by recognizing creative efforts and creating open-ended exercises.

An all-around education depends on having high levels of emotional intelligence, which includes social skills, self-control, empathy, and self-awareness (Safina et al., [2020](#)). Social-emotional learning (SEL) curricula in elementary schools can promote the development of emotional intelligence (An et al., [2021](#)). Students in these programs learn to have good relationships, create constructive objectives, demonstrate empathy, and comprehend and control their emotions. To assist students in developing these abilities and support mental health and well-being, activities such as role-playing, group discussions, and reflection exercises are used (Otani et al., [2024](#)).

It is challenging to evaluate 21st-century talents using conventional techniques, such as standardized testing (Kennedy & Sundberg [2020](#)). A more thorough strategy is required, one that incorporates portfolio evaluations, performance-based assignments, and formative assessments. These techniques provide a more accurate assessment of students' critical thinking, creativity, and teamwork skills. Teachers can use these tests to give feedback that encourages students' development. Evaluation is in line with the objectives of contemporary education thanks to a variety of assessment techniques (Han & Xu, [2020](#); Zhang & Hyland [2022](#))

In summary, teaching 21st-century life skills in elementary school is crucial to equipping pupils to succeed in a world that is changing quickly. This necessitates a comprehensive strategy that modifies the curriculum and the methods of instruction and evaluation. Teachers may give students the tools they need to succeed in the twenty-first century by emphasizing critical thinking, teamwork, communication, creativity, and emotional intelligence. This development in education is expected to produce a generation of adaptive, resilient, and creative people prepared to take on opportunities and challenges in the future.

2 Literature Review

Life skills help youngsters grow and adapt to a changing world (Newman, [2020](#)). Effective communication, cooperative teamwork, and adaptability are essential for academic success, personal fulfillment, and meaningful social contribution (World Health Organization, [2021](#)). Life skills also boost emotional intelligence, resilience, and self-awareness, which are critical for children's mental health (Pretorius & Plaatjies, [2023](#)). As modern living demands change, life skills must be prioritized to prepare students to be active and accountable citizens (Chukkali et al., [2023](#); Kennedy & Sundberg, [2020](#)). Kutnick and Manson ([2021](#)) urge primary schools to teach life skills because they can affect many facets of a child's development.

According to research, early life skills education improves students' intellectual, interpersonal, and psychological well-being. Educators promote character, values, and academic accomplishment by including life skills in the core curriculum. Benes and Alperin ([2021](#)) emphasize life skills instruction in primary schools. This technique enhances school climate, student relationships, and accountability. Thus, life skills transform students into versatile individuals beyond academic goals.

The 21st-century workforce needs academic proficiency and many skills to succeed in a rapidly changing global economy. The World Economic Forum's Future of Jobs Report ([2024](#)) emphasizes the job market's growing need for sophisticated problem-solving, critical thinking, and creativity. Primary education must go beyond memorizing and conventional testing to prepare students for these challenges. Instead, schools should focus on teaching students how to handle uncertainty, think critically, and communicate well (World Economic Forum, [2024](#)). The primary curriculum must include life skills to relate academic knowledge to practical application and prepare students

for the future workforce.

The primary curriculum includes life skills, following a global trend toward competency-based education. UNESCO's Education for Sustainable Development (ESD) framework emphasizes abilities that actively enable students to participate in sustainable development (UNESCO, 2022). ESD and life skills are complementary since both emphasize critical thinking, communication, and ethical decision-making. Life skills in the primary curriculum assist students in becoming responsible, academically strong, and equipped to face 21st-century social, economic, and environmental challenges (UNESCO, 2022).

Thus, teaching life skills in primary school helps pupils become socially and environmentally responsible. Recent literature has focused on life skills education, demonstrating a global recognition of their importance in human development. This literature study defines, categorizes, and discusses life skills and their value in education. Current research on how life skills affect academic success, mental health, and future employability is examined in light of the changing school environment.

The World Health Organization (WHO, 2021) defines life skills as a wide variety of qualities that help people overcome daily challenges. This spectrum includes communication, interpersonal skills, critical thinking, problem-solving, and emotional control. Life skills are holistic and essential for personal and social progress (Chukkali et al., 2023). Life skills go beyond academic knowledge, emphasizing the need for a holistic educational strategy that prepares students for 21st-century challenges.

Academic conversations on life skill categorization are ongoing and improving. WHO (2021) classifies personal, interpersonal, and cognitive capacities. Individual skills include self-awareness and emotional control, social abilities include communication and relationships, and cognitive talents include critical thinking and problem-solving. A comprehensive approach from Chukkali et al. (2023), helps educators identify and develop specific life skills in schools. Cantor et al. (2021) suggest a more flexible and linked approach, emphasizing the interdependence of multiple abilities and the need for a comprehensive life skills curriculum.

Including life skills in basic education has become a hot topic in academia. Nurdiana et al. (2023) found that life skills education improves academic achievement. The study found that systematic life skills training improves children's cognitive ability, problem-solving, and knowledge motivation. Life skills in the curriculum can impact academic performance and equip pupils for lifelong learning (Kim & Park, 2020). Integrating information into real-world situations helps pupils apply academic knowledge and understand it better.

Evidence shows that life skills education improves mental health, well-being, and academic accomplishment. Life skills, particularly emotional intelligence and resilience improve student mental health. According to Chukkali et al. (2023), managing stress, solving problems, and building solid relationships all contribute to a welcoming and inclusive classroom. Research also shows that life skills education reduces risk factors such as academic stress and social pressures, reducing student mental health issues (Lee, 2020). This aspect of life skills emphasizes the necessity for a holistic education that includes cognitive, emotional, and social aspects.

2.1 Statement of the Problem

In the ever-changing world of education, more and more people are realizing how important it is to give students skills that go beyond basic academic knowledge. For the 21st century, you need a set of skills called "21st-century skills," which include the ability to think critically, work with others, be creative, communicate clearly, and be flexible. Having these skills is necessary for success in a world that is changing quickly. To find out how well life skills are being taught in elementary schools right now, this study focuses on looking at the elementary school program.

Some people worry that the current curriculum may not focus enough on teaching important life skills, even though basic education is the first step in a child's academic success. Concerns have been raised about the lack of 21st-century skills included in the program designed for elementary school children.

2.2 Significance of the Study

Today, it's important to include 21st-century life skills in elementary school lessons. This goes beyond traditional academic learning and marks a shift toward preparing kids not just for tests but for the ups and downs of real life. This change recognizes a basic truth: the world our children will inherit is very different from the world we live in now. It will have fast technological progress, environmental problems, and a globalized social and economic structure. Including living skills like problem-solving, emotional intelligence, digital literacy, and critical thinking in the curriculum is very important. These skills are often summed up in the 4 Cs: collaboration, communication, creativity, and critical thinking. Not only is this kind of analysis functional for school, but it is also very important for giving the next generation the tools they will need to survive, contribute, and grow in an uncertain future.

Adding life skills to the elementary school program is especially important because that's where basic attitudes and skills are formed. Children are most open and flexible at this age, with open and flexible minds that are ready to be shaped by the things they learn and experience. Adding life skills to the curriculum at this early age ensures students learn these important skills naturally and integrate them into learning and interacting with the world around them. This teaching method is important because it sets the stage for a lifetime of learning, changing, and growing. The curriculum not only helps students do better in school by teaching them these skills early on, but it also helps them become well-rounded, strong people who are better prepared to deal with life's challenges, make a difference in the world, and find satisfying work.

In addition, looking at the elementary school program to see how life skills are taught serves a larger social purpose. It acknowledges that education can help reduce the effects of social and economic differences by giving all children, no matter their background, a chance to learn the skills they will need to succeed in the 21st century. This approach that includes everyone is life-changing. It promotes fairness and access and gives every student the confidence to dream big and the tools to achieve those goals.

2.3 Objectives of the Study

The objectives of the study were

1. To find evidence of the integration of life skills in the Elementary Level Curriculum.
2. To explore Elementary School Teachers' views regarding the reflection of life skills in real life.

2.4 Research Questions

The following research questions were used to achieve the objectives mentioned above.

1. Is there evidence for integrating life skills into the Elementary Level Curriculum?
2. What do elementary school teachers perceive as the reflection of life skills in real life?

2.5 Delimitations of the Study

The study was delimited to: (i) Public schools of District Kasur only. (ii) The subject of English is for grades VI, VII, and VIII only.

3 Methodology

This section includes research methodology, population, sample, sampling, instrumentation, and validation.

3.1 Research Design

This study was qualitative. A content analysis procedure was used to seek evidence of integrating life skills in the elementary-level Curriculum. Additionally, an open-ended question was asked

regarding reflecting on life skills in real life.

3.2 Population, Sample, and Sampling

All ESTs of district Kasur were the target population of the study. To achieve an objective related to the views of ESTs regarding the reflection of life skills in real life, a sample of 25 teachers was selected through a convenient sampling technique.

3.3 Instrumentation and Validation

The content analysis procedure was adopted to seek evidence of life skills in the Elementary Level Curriculum. The researcher also developed an interview protocol to seek ESTs' views regarding the reflection on life skills in real life. Experts validated the instrument. For this, two faculty members from the University of Okara, having sound experience in assessment and instrument development, were requested. The instrument was revised as the reviewers instructed. After this, two mock interviews were recorded to have a pilot testing of the instrument. The participants of the mock interview were not included in the actual sample.

3.4 Data Collection

The researcher collected two sets of data. First, English textbooks for grades VI, VII, and VIII were analyzed to find evidence of life skills in the elementary-level curriculum. After that, the selected sample was interviewed to seek their views regarding the reflection of life skills in everyday life.

3.5 Data Analysis

Data was analyzed using thematic analysis. There were two main themes of the study: the first was the evidence of life skills in the elementary level curriculum, and the second was the reflection of life skills in everyday life. Relevant sub-themes were searched out from the data. Chapter names, page numbers, and class levels related to the sub-themes were searched in the evidence section. In the reflection section, nodes related to sub-themes and the frequency of teachers against each sub-theme are given. This may help the reader to understand the importance of the given sub-theme. The findings are given in tabular form so you can view them at a glance.

4 Findings

The study findings are below. The findings are arranged based on the objectives of the study. This may help the readers to keep themselves to the point.

Objective 1: To find evidence of the integration of life skills in the Elementary Level Curriculum

Table 1: Evidence of Life Skills

Sr. No.	Life skills	Relevant Sub-Theme	Title of chapter	Page No.	Textbook class
1.	Effective Communication	Utilising emerging means of communication	Role of Media	118-125	7
2.	Leadership	Avoiding social evils	Corruption	68-78	6
		Respect for rule and law, fairness	The last Surmon of Rasulullah (SAW)	1-11	7
		Role model, Bravery, patriotism	Martyrs of Pakistan	12-21	7
		Patriotism, bravery	A nation's strength	22-28	7
		Patriotism, Consistency, Determination	Quaid-e-Azam	32-40	7
3.	Initiative	Taking initiative in	Education is my	92- 100	

		doing new things / Gender equality and equity	Right		
		Taking the initiative to do something new and challenging	Mountaineering	88-95	8
4.	Productivity	Work hard to enjoy the fruit of labor	Dignity of Labor	96-104	8
5.	Cooperation	Crisis management and cooperation	First aid Saves Life	56-67	6
6.	Conflict management	Demonstrating patience in times of conflict	Tolerance of the Rasoolullah (SAW)	1-9	8
		Ensuring justice in society to avoid conflicts	Hazrat Umar (RA)	47-56	8
		Managing conflicts	Settling the Quarrel	76-84	8
7.	Emotional intelligence	Controlling emotions in times of stress	Eid-ul-Azha	62-71	7
		Thinking positively in times of stress	The Wise Old Woman	72-83	7
		Being hopeful in times of distress	Thinks Not All Is Over	84-90	7
8.	Resilience	Avoiding rigidity in your identity and giving space to others	Pakistani Culture	103-117	7
		Accepting loss with courage	Sports and Sportsmanship	56-67	8
9.	Self-awareness	Population Education	Overpopulation-a Dilemma	79-91	6
		Environmental Education	Smog	41-49	7
		Road Safety	Let's Make Our Roads Safer	31-41	8
		Knowing about the effects of weather on our life	The Earth's Speaks	67-75	8
		Environmental Protection	Trees Plantation	114-122	8
10.	Empathy	Peaceful Co-existence	Harmony in society	47-55	6
		Helping others in their time of need.	A Great Virtue	10-21	8

Table 1 provides evidence of elementary class life skills in the Single National Curriculum (SNC). It is crystal clear that content-related life skills are present in SNC. The question is to extract the theme from the given content and ensure its application in real-life situations.

Table 1 gives descriptions of a few life skills excreted from literature. Affective communication is to be considered one of the significant life skills. In our everyday life, we have to communicate

with others to share our message. Effective communication helps us to win others' hearts. The English textbook grade 7 has a lesson "Role of Media" describing the needs and importance of different media tools for effective communication. The hour needs to adopt these tools to connect with others.

Another prominent life skill is leadership. Leadership is the quality of leading, motivating, and initiating. Table 1 shows the evidence of lessons to inculcate different leadership qualities among students. Leadership qualities like avoiding social evils and making role models for others, bravery, patriotism, consistency, fairness in dealing, observation of social norms and country rules, and determination are given.

Taking the initiative is another life skill described in the literature. We can also find evidence of this skill in elementary-level curriculum. There are lessons named "Education is my Right" and "Mountaineering," which convey the message of initiating things and ensuring one's position in the world. It is difficult to be the first to go against the already-set patterns. However, one who takes initiative becomes a role model for others.

Productivity and cooperation are other life skills needed to keep pace with the modern world. Lessons "Dignity of Labor" and "First Aids Saves Life" reflect on these skills. These lessons emphasize working hard and cooperating with others in times of crisis.

Conflict management is considered one of the best life skills to be learned, not only for survival but also to maintain peace and harmony in society. There are two lessons related to the lives of great leaders of the world, i.e. Prophet Muhammad (SAW) and Caliph Hazrat Umar (RA), which give us examples of demonstrating patience in times of conflict and ensuring justice in society to avoid conflicts. Furthermore, there is a lesson, "Settling the Quarrel", which is specially designed to teach this skill to children.

Resilience means flexibility. There must be flexibility in our attitude as well. We see evidence of this skill in the lesson "Pakistani Culture" in grade 7 and "Sports and Sportsmanship" in grade 8. Both lessons clearly describe the ways of showing resilience in the time of need. Accepting people of other cultures and showing sportsmanship at times of less may create harmony in our society. The students must learn this life skill. Self-awareness is knowing about yourself and your surroundings. We see a few lessons about environmental education, road safety, climate change, and its effects on life, as well as ways of protecting the environment. These are a sure way of helping ourselves. By knowing our surroundings, we may plan for ourselves more adequately.

Empathy is understanding and sharing another person's feelings, thoughts, and perspectives. It involves being able to put yourself in someone else's shoes and comprehend their emotions and experiences without necessarily having experienced them yourself. Empathy enables individuals to connect with others on a deeper level, fostering compassion, understanding, and supportive relationships. We see evidence of demonstrating empathy in our grade 7 and 8 textbooks. The teacher may understand this term first and then seek ways to teach this skill to students.

Objective 2: To seek Elementary School Teachers' views regarding the reflection of life skills in real life

Table 2: Reasons for Non-Reflection of Life Skills in Everyday Life

Sr. No.	Themes	Nodes/responses	f
1.	Lack of training & Guidance	- There is a lack of education and training for upbringing. - Our students use rote learning. This is due to unqualified teachers. - There is a lack of teachers' Training programs. - There is no teacher training that may fulfill the challenging demands of the hour. - Teachers may not be fully trained. - There may be a lack of awareness or recognition of the importance of life skills. - Lack of teachers' training	9
2.	Lacking the role of family/ society	- We cannot ignore the fact that family plays a vital role in children's real life. - There is no cooperation between parents, teachers, and the government. - Parents are not severe. - In rural areas, students and their parents face challenging situations. - The parents also do not take an interest in the development of their children. - Society is not playing their role.	6
3.	Pedagogical error	- Skills belong to the psychomotor domain, but we try to develop skills through the cognitive domain. - Our examination system promotes rote learning. There is no practical work. - Most teachers use traditional methods and do not focus on basic life skills. - Traditional method of teaching and teacher has no idea about how to link life skills with daily life.	5
4.	Non-professional attitude	- We are not sincere in our profession. We don't work hard to build our nation. The factor of laziness is also there. - We are not sincere in our job and profession. - We do not show activeness and take an interest in our profession. - Dishonest behavior of teaching staff in public schools across Pakistan is a big hurdle in developing life skills.	4
5.	Race of scores and grades, and carrier-oriented education	- We prefer to achieve scores and numbers that directly discourage the achievement of soft skills. - Society may emphasize academic achievements and career success more than personal development. - There is no link between our examination system and	3

		life skills. There are some races there.	
6.	The gap between theory and practice	- There is a gap between education and actions. Students have bookish knowledge and no practical application - We don't link our course with real life.	2
7.	Lack of teachers' time spent with students	- The government appoints teachers for other affairs than teaching, such as election duties, census, etc. - The Teacher-student interaction gap is a big hurdle in teaching life skills to children.	2
8.	Life skills are not our priority	- We are racing for our basic biological needs as a priority. - Teachers understand that the transformation of essential life skills is not their duty.	2
9.	Contextual factor	- The reason behind the negligence in life skills is the rural background of students. - Syllabus is not up to the mental level of rural children.	2
10.	Focus on academic subjects only	- Most public schools often focus on academic subjects to prepare students for further education. - Teachers teach complex mathematical problems, but they don't teach us to adopt life skills.	2
11.	Mentality level of people	There is a massive gap in people's mentality.	1
12.	Mismatch of content	There is no coordination between chronological age and mental age of students.	1
13.	Lack of knowledge	Students and even teachers lack proper knowledge of the importance of such extraordinary skills.	1
14.	Lengthy syllabus	The whole curriculum is not completed in due time due to lack of time and length.	1

Table 2 is participants' responses regarding real-life life skills' non-applicability. They have given lots of reasons for this. They keep teachers' lack of training and guidance at the top of all. Most participants believe they are not trained to draw moral/social lessons from the content given in the books. They are just trained to teach reading and writing skills to students. The second highest reason, a hurdle in promoting life skills among students, is a lack of family/community support. Students spend lots of time with their families and peers and in society. It is the duty of parents and society also to play a constructive role in teaching life skills to their children.

Pedagogical errors and teachers' non-professional attitudes are also significant hurdles in children's development of life skills. Teachers are not serious about their profession. They do not work on their pedagogical skills. Ultimately, they use traditional teaching methods to teach their students and, as a result, fail to develop life skills in their students.

Our examination system does not support teachers' work on life skills. There are several races in our society. No one measures a student's attitude toward life. Only numbers or grades are considered when students are admitted to the next class or job.

There is a gap between theory and practice. We see the non-applicability of things that are taught in the classroom. Teachers are engaged in affairs other than teaching. This communication gap is another big hurdle in children's life skills development. To prepare students for real life is not a teacher's priority. Many other factors may create hurdles in developing life skills. These include contextual factors, focus on academics only, people's mentality level, content mismatch, lack of knowledge and lengthy syllabus.

5 Conclusion and Recommendations

The study shows evidence of life skills in English for grades VI, VII, and VIII of the Punjab Textbook Board. Content-related life skills like effective communication, leadership, initiative, productivity, cooperation, conflict management, emotional intelligence, resilience, self-awareness, and empathy are found. However, its reflection is not seen in real life. There are many reasons for that. These include lack of training and guidance, lack of role of family and community, pedagogical errors, the non-professional attitude of the teachers, poor and rigid examination system, the gap between theory and practice, lack of teacher-student interaction, contextual factors, focus on academics only, lack of knowledge and lengthy syllabus, etc.

The following recommendations are suggested based on the reasons mentioned above for the non-applicability of life skills in real life.

1. Teachers, as the primary stakeholders in developing life skills in students, may be trained well. They must be well aware of the methods of extracting moral lessons from the given content. Teachers must be made pedagogically strong to opt for emerging teaching methodologies.
2. Committed and professional teachers are needed. Teachers must be in the educational field by choice, not by chance. To this end, the selection criteria may be revised to give more weight to interviews or psychological tests to select the most suitable people for this noble profession.
3. The examination system may also be revised. The number of races may be converted with certificates achieved through extra-curricular activities.
4. Teachers may not be involved in other activities besides teaching. There must be a minimum gap between teacher-student interactions.
5. The syllabus may also be made short to allow teachers to spend extra time inculcating life skills among students.
6. There is a gap in community involvement in this regard. The researcher suggests that parents and the community should actively participate in schools. There must also be seminars and workshops for parents.

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