



Life Skills Education through Classroom Management at Secondary School Level and its Impact on Teachers' Job Satisfaction

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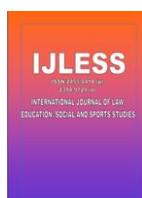
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Abstract

This paper investigates the favorable impact of integrating life skills education through good classroom management at the secondary school level on teachers' job satisfaction. For adolescents to confront academic and personal obstacles, life skills like communication, emotional regulation, decision-making and conflict resolution are crucial. When teachers utilize structured classroom management tactics to teach these skills, they improve student conduct, strengthen teacher-student relationships and create a more respectful and cooperative learning environment. As a result, teachers report less stress, more professional fulfillment and improved emotional well-being. The study focuses on Indian research findings that support the premise that life skills education benefits not only students but also instructors by creating a more gratifying and supportive working environment. It indicates that fostering life skills through classroom activities is an effective strategy for enhancing both teaching quality and teacher motivation in secondary schools.

Keywords: Life Skills, Education, Classroom Management, Secondary School Level, Impact Job Satisfaction

1. Introduction

Student education at secondary schools is vital in the Indian educational environment for shaping students' personalities and futures. Classroom management at this level is more than just maintaining discipline; it is a foundational tool for facilitating Life Skills Education (LSE), which the National Education Policy (NEP) 2020 identifies as a vital component of holistic development (MHRD, 2020). According to the World Health Organization (1999), life skills are talents that foster mental well-being and competence in young people as they face life's challenges. In India, the CBSE (Central Board of

Secondary Education) has incorporated life skills into its curriculum through co-curricular activities, recognizing its importance to students' personal and academic growth (CBSE, 2012).

Classroom management strategies that encourage active engagement, peer collaboration, reflective practice and emotional regulation provide an ideal foundation for introducing life skills education. According to Sharma and Sharma (2015), classrooms that foster empathy, cooperation and emotional resilience result in not just improved student outcomes but also a more fulfilling and stress-free teaching environment. Furthermore, a well-managed classroom that focuses on life skill development reduces disciplinary concerns, develops mutual respect and fosters positive teacher-student interactions. These factors have a significant impact on teacher job satisfaction, which is strongly influenced by classroom interaction quality and perceived teaching efficacy (Kumari & Jafri, 2012). Teachers in such settings report lower stress levels, a stronger sense of professional accomplishment and improved enthusiasm to stay in the field (Devi & Rani, 2013).

Furthermore, UNICEF India (2012) emphasized that life skills education, when properly planned and supported, enhances not just student empowerment but also teacher engagement and satisfaction. Teachers who experience positive behavioral and attitudinal changes in students as a result of LSE have a greater sense of professional pride and personal fulfillment. As a result, effective classroom management that promotes life skills in students significantly improves secondary education quality while also increasing teacher job satisfaction and psychological well-being, particularly in the dynamic and often challenging contexts of Indian schools.

2. Importance of life skills education in secondary schools

Life skills are required for adolescents to navigate personal, academic and social problems. This includes:

- Communication skills
- Emotional intelligence
- Conflict resolution
- Decision-making and critical thinking
- Self-awareness and stress management

Adolescence is a vital developmental stage characterized by fast physical, emotional and psychological change. In India, where secondary school students confront high academic pressure, family expectations and expanding peer influence, Life Skills Education (LSE) is essential. LSE assists adolescents in successfully managing personal, intellectual and social obstacles, preparing them not only for exams but also for real-world circumstances (NCERT, 2012).

Communication Skills

Effective communication is an essential life skill that fosters clarity, empathy and teamwork. Communication skills are important in Indian classrooms, where students come from a variety of linguistic and cultural backgrounds. They assist bridge social gaps and prevent misunderstanding. According to Mehta and Thakkar (2014), students who are trained in verbal and nonverbal communication gain confidence, perform better in group discussions and create stronger peer and teacher relationships.

Emotional Intelligence

Managing emotions is critical for adolescents' mental health and positive relationships. Sharma and Sharma (2015) discovered that adolescents who get life skills training experience significant gains in

emotional control, self-esteem and empathy. Emotional intelligence is also associated with academic achievement and excellent classroom behavior, making it a crucial component of school curricula.

Conflict Resolution

Adolescent conflicts are widespread as a result of peer pressure, identity issues and academic stress. Conflict resolution training teaches students how to negotiate peacefully and tolerate others, promoting a safe learning environment. UNICEF India (2012) found that schools that implemented organized life skills programs had reduced occurrences of harassment and aggressiveness.

Decision-Making and Critical Thinking

In an age of information overload and social media impact, adolescents must develop strong decision-making and critical thinking skills. These skills enable children to examine circumstances, consider advantages and cons and make informed decisions about academics, health and peer relationships. CBSE (2012) noted that incorporating problem-solving and decision-making activities into classrooms increases student engagement and improves learning outcomes.

Self-Awareness and Stress Management

With so much competition and pressure in India's education system, secondary school students must develop self-awareness and stress management skills. According to Devi and Rani (2013), life skills training helps teenagers recognize their own strengths and limitations, allowing them to better manage academic anxiety and social demands. Mindfulness, journaling and time management have been shown to lower stress and improve concentration in classroom settings.

To summarize, secondary life skills education helps to build well-rounded individuals who are not only academically proficient but also emotionally resilient and socially responsible. The National Curriculum Framework (2005) and NEP 2020 both emphasize the significance of incorporating life skills within the core curriculum of Indian schools in order to fulfill the demands of the twenty-first century.

3. Role of classroom management in promoting life skills

Effective classroom management is more than just monitoring student conduct; it's about building a supportive learning environment in which life skills may be taught, developed and internalized. According to NCERT (2012), well-managed classrooms encourage students to participate actively, take responsibility for their learning and develop personal and social competencies. Teachers have an important role in demonstrating and developing these life skills through structured tactics, routines and activities.

The incorporation of life skills into classroom management strategies guarantees that academic education is concurrent with character development and emotional growth. The following framework outlines how certain classroom management practices might enhance essential life skills among secondary school students:

Life Skill – Management Strategy

Life Skill	Management Strategy	Example
Self-Discipline	Establishing clear rules, routines and expectations	Teachers in CBSE-affiliated schools frequently use daily planners and attendance records to enable students to keep track of their own learning objectives and homework assignments (CBSE, 2012). This encourages accountability and punctuality.
Leadership	Assigning classroom responsibilities and rotating roles	Indian schools frequently appoint monitors, eco-club heads and class representatives. These positions encourage leadership, time management and accountability (Sharma & Sharma, 2015). Coordinating the morning gathering is another opportunity for leadership.
Communication	Group work, classroom debates and peer review exercises	Group projects and inter-house competitions assist students to develop public speaking skills, courteous dialogue and persuasive communication (Mehta & Thakkar, 2014). Role-playing exercises based on real-life situations are used to improve listening and expression.
Conflict Resolution	Implementing peer mediation programs and classroom discussion forums	NCERT (2005) promotes inclusive education practices that empower students to resolve small issues through guided discussion and peer mediation. Teachers work as facilitators, modeling problem-solving and empathy.
Emotional Regulation	Incorporating mindfulness activities and reflection time	Several Kendriya Vidyalayas and private schools in India practice 5-minute “quiet time” or breathing exercises during class transitions to assist students relax and focus (Devi & Rani, 2013). Teachers frequently encourage students to keep journals and form sharing circles.

4. Impact On Teachers’ Job Satisfaction

Teachers’ job satisfaction is heavily influenced by the classroom environment, student conduct and institutional assistance they get. Integrating life skills education into classroom management fosters a loving and courteous environment, improving teachers’ general well-being, motivation and satisfaction. Indian research has regularly demonstrated that when students are more cooperative and emotionally regulated, instructors feel a significant reduction in work-related stress while increasing professional joy and fulfillment.

a) Improved Student Behavior

Life skills education, when implemented through structured classroom management, leads to improved student behavior. Empathy, self-regulation and respect are all actively taught skills that help kids become more disciplined and cooperative. In Indian secondary schools, effective life skill interventions reduced behavioral issues and increased student engagement (Bhatia, 2013). NCERT (2012) reported fewer classroom disruptions in schools that implemented life skills-based approaches, making teaching more enjoyable and less confrontational for teachers.

b) Reduced Teacher Stress

Managing regular behavioral problems is a major cause of stress for Indian secondary school teachers. However, classes that focus on life skills development experience fewer disciplinary issues. According to Kaur and Kaur (2017), instructors in emotionally intelligent classes that incorporate life skills experience less worry and emotional weariness. Joshi and Vyas (2015) found that teachers in life skills-focused schools had much lower stress levels than those in traditional classrooms.

c) Increased Professional Fulfillment

Teachers feel more professionally fulfilled when they see their students progress not only academically but emotionally and socially. Witnessing students' complete development provides teachers a stronger feeling of purpose. According to Kumari and Jafri (2012), instructors find job satisfaction in having a positive impact on students' lives, rather than just delivering curriculum. In a qualitative study conducted by Raj and Krishnamurthy (2016), instructors stated that life skills education enabled them to teach "beyond textbooks," which boosted their own growth and satisfaction.

d) Positive Relationships

Teaching life skills increases teacher-student relationship and peer interactions, resulting in a more compassionate classroom environment. Teachers are more satisfied when their students are courteous and emotionally invested. NCERT (2005) emphasizes the value of empathy, active listening and communication in classrooms to improve connections between instructors and students. Verma (2018) found that teachers in life-skills-enriched contexts have greater ties with students and improved classroom harmony.

e) Institutional Support

Schools that incorporate life skills into their teaching frequently invest in teacher training, autonomy and recognition, which all contribute to teacher job satisfaction. CBSE (2012) promotes teacher-friendly policies that incorporate life skills, such as autonomy in planning co-curricular activities, flexibility in assessments and public recognition of effective teaching. UNICEF India (2012) found that institutions that implemented life skills education also provided professional development programs, collaborative teaching models and peer mentoring, which positively impacted teacher morale and retention.

5. Conclusion

Integrating life skills education into secondary schools via good classroom management not only improves student growth but also increases teacher job satisfaction. A well-managed, polite and emotionally aware classroom fosters a positive teaching-learning environment, making the teaching profession more rewarding and sustainable.

6. Suggested Practices For Schools

The following suggestions are made by the researcher for practices in schools

- Provide the life skills training during in-service teacher development.
- Encourage collaborative classroom structures.
- Recognize and reward teachers for innovative classroom management.
- Offer emotional and professional support to teachers.

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