Assessing Students’ Life Skills and their Sources of Learning

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ABSTRACT

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University education is being criticized due to the least focus on the development of life skills and their contributing sources among the students. To investigate the issue, a self-developed questionnaire was used to obtain data from 400 undergraduates from eight universities and colleges. The study is quantitative and survey method was followed. There are two variables, a quantitative one is students’ life skills level whereas other a categorical one is the sources of certain life skill. Results using descriptive statistics revealed that the skills of knowing and living with oneself were reported to exist among the majority of the undergraduates, while some students reported to lack of self-awareness, controlling emotions, and coping with stress. The results of life skills of ‘knowing and living with others’ showed students were highly skillful in these skills. But some students were not properly skillful in effective communication, interpersonal relationships, and empathy. The result of life skills of effective decision-making shows that the majority students were good in these skills, while some students have problems in decision-making and creative thinking. The analysis of sources of life skills showed that majority students have ranked family, peers and teachers respectively as major sources of learning life skills. The study implies that there should be reasonable focus on development of life skills among the undergraduates.

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1. Introduction

Life skills such as relationships with others, problem solving, teamwork, and time management are always in great demand (Nair & Fahimirad, 2019). Educational institutions as social institutions are assigned a fundamental role in the upbringing and holistic development of the learners (Chankseliani et al., 2021). School education is a problem-solving approach because life is full of problems hence; education is life itself. Education is means of developing intrapersonal, interpersonal, and life skills among students (McMullen & McMullen, 2018). Educational institutions are responsible to promote different skills among learners to face the challenges of everyday life. The learners need self-confidence and encouragement in
making positive contributions to society in terms of their roles and responsibilities. Moreover, education today is mainly seen to develop critical and creative thinking and decision-making skills among students. However, the current scenario of the education system in the research context seems least to address life skills and similarly least focus is given to their sources of development. Hence, the current research is an effort to investigate the level of life skills and their sources among literate youth.

The role of institutions is to promote different competencies among learners. Psychosocial competencies are an integral component of these competencies (Arshad & Zaman, 2020). Psychosocial competencies are a person’s abilities to deal with his daily life challenges and demands. Furthermore, these abilities include the maintenance of social happiness and the exhibition of positive behavior during interaction with the environment (Hofmann & Müller, 2018). The development of these abilities could make a significant contribution to reducing behavioral abnormalities while dealing with different situations. For the solution of behavioral abnormalities, Saad (2018) suggested direct intervention of techniques to promote the psychosocial competence of students to improve their life skills.

The psychological dimension includes internal assets and the social dimension includes external assets of a learner’s life (Wiedemann, 2013). Thus, life skills belong to psychosocial competencies that enhance individuals’ abilities to make robust decisions about daily life, effective communication, and enhance coping and self-regulation skills (Defitrika & Mahmudah, 2021). Accordingly, the life skills can be confidently described as the ability of a person to adapt and exhibit positive behavior that empowers him to confidently deal with the challenges and difficulties of daily life. In addition to this, UNICEF (2012) explained that life skills learning is greatly influenced by the environment in which individual lives, learns, and acts (UNICEF, 2012).

UNICEF started a project named Empowerment of Adolescents in Pakistani schools in six districts and similarly, World Population Foundation (WPF) initiated programs to check the needs and problems of adolescents in Pakistan (WPF, 2010). Moreover, National Education Policy (2009) stressed the development of Life Skill Based Education (LSBE) through clause 1.3.5 at the secondary level particularly and recommended training for teachers in this regard. However, the situation seems flawed because no concrete evidence is available in the record.

Young students are normally missing suitable life skills to deal with the stress of the temporary stage and make learned choices (WPF, 2010). The stated categories of life skills, which are addressed in LSBE, enable one to be aware of his self, strengths, and weaknesses. Life Skills are categorized into three major areas by WHO (1997), the first is knowing and living with oneself, the second is knowing and living with others and the third is making effective decisions.

The Government of Pakistan did not prefer LSBE in recent years ago however, currently; the national policies are focusing on the development of youth (WPF, 2010). Many types of research in Pakistan have shown that young learners lack decision-making power and are ill equipped to handle the burden of life they face (Nawaz et al., 2019). The report Social Progress Index (SPI) 2016, which aims to measure the social progress of different countries, depicts that Pakistan is standing at 113th number out of 133 countries in social progress and comes under the category of low social progress countries (Scott, 2016). The reviewed literature highlighted the recognition of some skills for youth in Pakistan. Considering the environment of the country, it is reviewed that Life Skill Based Education enhances knowledge, improves attitude, and teaches skills to practice positive behavior in their day-to-day life. However, the gap exists between knowledge gained about life skills and the practicality of these skills, which they have taught through different sources (WPF, 2010).
Education is a process of total development in which an individual learns life skills such as knowing and living with oneself, knowing and living with others, and effective decision-making. This is a growing perception that with time, educational institutions are improving the knowledge of students about different skills in schools but I also observed that many young students, who have learned these skills in schools, do not behave satisfactorily in challenges that they face. The basic reason for the education of these life skills students is to train them to cope with daily challenges. Therefore, the study aimed to assess the level of existence of life skills among students and the sources from where they report learning these life skills. The following question has emerged based on the above discussion:

**RQ1:** Do the undergraduates' level of life skills i.e. ‘knowing and living with oneself’, ‘knowing and living with others’, and ‘effective decision making’ developed effectively?

**RQ2:** What is the rank of different sources of development in terms of their contribution to the development of life skills?

2. **Literature Review**

Life skills are rooted in psychosocial skills, where psycho refers to the skills of dealing with cognitive processes and social skills mean the skills to deal with other people in the society (WHO, 1999). The word life skills become more popular in the context of emerging health issues of many young people from all over the world. The linkage of life skills with education was introduced by Convention on the Rights of the Child (CRC) by stating that the role of education should be directed towards the fullest potential of a child (UNICEF, 2012). Earlier, Jomtien Declaration (1990) on Education for All (EFA) instilled life skills' importance as survival tools of life. Furthermore, representatives of different countries enlightened the needs and demands of life skills during this conference. To equip youth and citizens of the future with necessary life skills, World Health Organization (WHO) understood the important role of life skills and the inculcation of life skills in the minds of students from all over the world. WHO (1997) defines life skills as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

2.1 **Life Skills Based Education**

Children develop in multifaceted settings and are susceptible to threat and life skills enables the individuals to deal with such threats and make better decisions. As, UNICEF (2012) describes life skills as an ability to explore different styles of taking action in different scenarios (UNICEF, 2012). A vital component of UNICEF's definition of quality education, life skills education is an interactive teaching and learning process that helps students to gain information and cultivate attitudes and abilities that promote the adoption of healthy behaviors (UNICEF, 2010).

According to UNESCO (2007), LSBE is differentiated from other initiatives of educational strategies in a way that it is designed to improve efforts to positively change and develop behaviors through a balance of attitudes, knowledge, skills, and practices. A wide variety of approaches are used to gain these skills such as role play, small group discussions, debating, exploratory learning techniques, and community partnership and projects to achieve a key goal of attitudinal and behavioral change in learners.

According to the Medium Term Development Goal (2005-10), the vision of the Higher Education Commission (HEC) was to promote worldwide acceptance of changing paradigm shift from teaching to learning and organization of the program of study to ensure maximum knowledge of core subjects and its application by students of all level of education. Different initiatives were supported in this process and were guided by National Education Policy (1998-2010), the Education Sector Reform Action Plan (2001-06), and the National Plan of Action (2001-2015). With consultation with different teacher
education institutions, Higher Education Commission (HEC) took the initiative for making their curricula and outlines. These outlines were provided to other institutions as guidelines. In Bachelor of Education courses, many social and health issues are incorporated with core subjects such as environmental education, religious and moral education, drug abuse and its prevention, value education, and population education for future youth.

In Pakistan, LSBE is being implemented in a very casual way i.e. through extra-curricular activities and these activities are found rare in schools. The concept of LSBE is not properly incorporated in textbooks and other formal institutional activities. However, private organizations have enough provisions for such activities for the development of life skills among students (Munsi et al., 2014).

The United Nations International Children’s Emergency Funds (UNICEF) initiated the Empowerment of Adolescent Project (EAP) for secondary school teachers the development of skills to impart LSBE among learners in Pakistan (WPF, 2010). The program seems a step towards child-friendly schools where the availability of a safe physical, emotional, and psychological environment is ensured. The effort was in line with the claims of Watson et al. (2012) that the teacher supports the learners through motivating and probing questions. Because, the students learn effectively in a friendly and democratic environment and such an environment facilitates children educators to foster autonomy, self-esteem, and motivation among the learners (Szabo, 2020).

According to UNESCO (2007), research results show that life skills have improved:
   a) pro-social behavior and lessened negative, self-unhelpful behavior
   b) the ability to advanced planning and choose successful solutions to problems
   c) self-awareness, self-image, social and emotional adjustment
   d) attainment of knowledge
   e) classroom behavior, and
   f) beneficial conflict resolution with peers who desire control, and popularity.

Psychosocial support comprises psycho and social support to address the needs of individuals, families, and communities (Wiedemann, 2013). With the linkage of life skills with different theories of psychology, different areas of utilization of these life skills are social, personal, and academic and these life skills are gained through social interaction, curriculum, and family. These life skills have been categorized into three major categories such as: knowing and living with oneself (personal skills), knowing and living with others (interpersonal and communication skills), and effective decision-making (decision-making skills for life).

The following Framework is generated from the efforts of WHO (1997) on life skills education in schools and Wiedermann’s (2013) work on Life skills.
3. Research Methodology

A quantitative survey was conducted to assess the level of life skills among undergraduate students and their perceived sources of those life skills. The accessible population of this study was comprised of all undergraduate students studying in seventeen higher education institutions of district Gujranwala, Punjab Pakistan. Probability sampling technique through different strata’s of students was randomly used to select the sample. Eight higher education institutions were randomly selected in the first stage and the second stage; convenient sampling was used to collect responses from 50 undergraduate students of each selected institution. Convenient sampling is preferred in the second stage to avoid the loss of learners’ academic engagement. The sample of the study was selected using probability sampling. Respondents from different faculties were selected using random sampling.

Data is collected using a questionnaire containing two embedded parts. One item is constructed against assessing three life skills that contain ten sub-skills. Likert scale was used as options, ‘very true to me’, ‘true to me’, somewhat true to me’, and ‘untrue to me’. In addition to this, the second part of desired responses against each item was based on eight sources i.e., family, teachers, books, peers, neighbors, print media, electronic media, and social media. The students were requested to rank these responses as per their perceptions. The instrument was validated through 07 experts’ opinions and refinements were made before administration. Furthermore, piloting was conducted on 25 undergraduate students to assess their ease in responding primarily. However, Cronbach’s Alpha was also estimated at 0.55, which is below the general criteria of 0.70, but the reason is the lack of high unidimensionality in the tool and more independent observation ability of the items. Moreover, the respondents were informed about the confidentiality of the responses and that their responses are not assessed based on the criteria of correct or incorrect responses.

4. Results

Bar Graphs are used to illustrate the level of life skills among undergraduate students and their perceived source of development. Four cut points of equal difference are formulated as per the four options of the questionnaire to interpret the mean score. The cut point of 1.00 to 1.75 is considered a poor level, from 1.76 to 2.50 is average, from 2.51 to 3.25 is satisfactory, and from 3.26 to 4.00 is excellent.
**Figure 2:** Level of Life Skills Among Undergraduate Students

Figure 2 shows the level of life skills among undergraduate students. Owing to mean cut points, none of the life skills among the undergraduate students reaches the excellent level i.e. above 3.25 mean score. However, all the life skills are in the range of satisfactory level i.e. from 2.51 to 3.25.

The following analysis represents the perceived sources of life skills among undergraduate students.

**a) Sources of Self-Awareness**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Media</td>
<td>32%</td>
</tr>
<tr>
<td>Electronic Media</td>
<td>26%</td>
</tr>
<tr>
<td>Social Media</td>
<td>26%</td>
</tr>
<tr>
<td>Neighbours</td>
<td>28%</td>
</tr>
<tr>
<td>Books</td>
<td>25%</td>
</tr>
<tr>
<td>Peer</td>
<td>41%</td>
</tr>
<tr>
<td>Teachers</td>
<td>37%</td>
</tr>
<tr>
<td>Family</td>
<td>57%</td>
</tr>
</tbody>
</table>

**b) Sources of Coping with Stress**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Media</td>
<td>33%</td>
</tr>
<tr>
<td>Electronic Media</td>
<td>24%</td>
</tr>
<tr>
<td>Social Media</td>
<td>18%</td>
</tr>
<tr>
<td>Neighbours</td>
<td>14%</td>
</tr>
<tr>
<td>Books</td>
<td>33%</td>
</tr>
<tr>
<td>Peer</td>
<td>56%</td>
</tr>
<tr>
<td>Teachers</td>
<td>32%</td>
</tr>
<tr>
<td>Family</td>
<td>46%</td>
</tr>
</tbody>
</table>

**c) Sources of Coping with Emotions**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Media</td>
<td>31%</td>
</tr>
<tr>
<td>Electronic Media</td>
<td>21%</td>
</tr>
<tr>
<td>Social Media</td>
<td>19%</td>
</tr>
<tr>
<td>Neighbours</td>
<td>24%</td>
</tr>
<tr>
<td>Books</td>
<td>16%</td>
</tr>
<tr>
<td>Peer</td>
<td>35%</td>
</tr>
<tr>
<td>Teachers</td>
<td>28%</td>
</tr>
<tr>
<td>Family</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Figure 3:** Sources of Knowing and Living with Oneself

Figure 3 shows three sub-figures indicating the percentage of perceived sources of self-awareness, coping with stress, and coping with emotions. The two most effective factors are family and peers, whereas, the institutional sources i.e. teachers and books; arranged particularly for life skills are reported at the third or fourth stage. Whereas, other sources are ranked after the family, peers, teachers, and books.
Figure (a) shows the family (57%) as the most effective source of self-awareness, whereas, peers (41%), teachers (37%), and print media (32%) are ranked in 2nd, 3rd, and 4th place respectively. Figure (b) shows the peers (56%) as the most effective source of coping with stress, whereas, family (46%), Books and print media (33%), and teachers (32%) are ranked 2nd, 3rd, and 4th place respectively. Figure (c) shows the family (60%) as the most effective source of coping with emotions, whereas, peers (35%), print media (31%), and teachers (28%) are ranked at 2nd, 3rd, and 4th place respectively.

**Figure 4:** Sources of Knowing and Living with Others

Figure 4 shows three sub-figures indicating the percentage of undergraduate students’ perceived sources of effective communication, interpersonal relationships, and empathy. The most effective factor is family for effective communication and interpersonal relationships. However, most families and peers are considered equally effective for empathy development.

Figure (a) shows the family (49%) as the most effective source of interpersonal relationships, whereas, print media (37%), teachers (34%), and peers (31%) are ranked at 2nd, 3rd, and 4th place respectively. Figure (b) shows the family (58%) as the most effective source of effective communication, whereas, peers (39%), teachers (36%), and electronic media (34%) are ranked at 2nd, 3rd, and 4th place respectively.

Figure (c) shows that family and peers (45%) are occupying the top two most effective ranked sources of empathy, whereas, teachers (45%), print media (34%), and peers (31%) are ranked at 3rd, and 4th place respectively.
Figure 6 shows four sub-figures indicating the percentage of undergraduate students’ perceived sources of decision-making, creative thinking, critical thinking, and problem solving. Family is the most effective source for the life skills illustrated in the figure.

Figure (a) shows the family (49%) as the most effective source of interpersonal relationships, whereas, print media (37%), teachers (34%), and peers (31%) are ranked at 2nd, 3rd, and 4th place respectively. Figure (b) shows the family (58%) as the most effective source of effective communication, whereas, peers (39%), teachers (36%), and electronic media (34%) are ranked at 2nd, 3rd, and 4th place respectively.

Figure (c) shows that family and peers (45%) are occupying the top two most effective ranked sources of empathy, whereas, teachers (45%), print media (34%), and peers (31%) are ranked at 3rd, and 4th place respectively.

5. Discussion

The current study investigated the extent of existence and sources of life skills among undergraduate students. The result of descriptive analysis of both existence of life skills and sources of life skills are discussed in the following.

5.1 Section I: Existence of Life Skills

5.1.1 Life Skills of Knowing and Living with Oneself

It is evident from the analysis of the respondent’s level of existence of life skills that some students were unskillful in some skills. The reported level of existence of life skills of knowing and living with oneself was high. The reported level of existence of life skill of self-awareness shows that the...
majority of students were skillful in knowing their strengths and weaknesses but some students (5%) were unaware of their strengths and weaknesses. Self-awareness is necessary for individuals to make choices, and take actions and decisions that are related to their abilities (Ahmadi, 2016). Self-awareness helps students to realize their cognitive abilities as well as physical, psychological, communicative, and social abilities (Manee et al., 2015). The lack of self-awareness may cause reflectivity in an individual. This skill causes deficiency in evaluating and developmental process of personality.

The reported level of existence of life skills for coping with stress shows that most of the students were skillful in discussing their problems with others and overcoming them with the help of possible solutions. However, some students (13%) were unskillful in coping with stress. Studies show that individuals in stress perform tasks under pressure and disrupt the capacity of an individual to think creatively and clearly (Chakra, 2016). So coping with stress means learning how to relax so that tensions created by unavoidable stress do not give rise to health problems (Murthy, 2016).

The analysis of the responses to coping with emotions depicts that most of the students were skillful in managing their emotions by understanding others unwanted situations. However, some students (10%) were unskillful in controlling their emotions. Coping with emotions, as a life skill is important for students to be resilient. Students who can cope with their emotions can recover quickly from emotionally disturbing situations to cheerful situations. The awareness of emotions is important for understanding others and yourself. It is more than the way you think about yourself. If someone is not able to understand his emotions, it results in frustration, conflicts, and misunderstanding (Chakra, 2016).

5.1.2 Life Skills of Knowing and Living with Others

The reported level of existence of life skills of knowing and living with others was average as compared to other categories. The level of existence of effective communication was high. The majority of students were skillful in communicating with others in good manners. Effective communication is not just the exchanging of ideas but also coming to know about the emotions behind the information. Effective communication is necessary for building strong relationships with others and improving group work, problem solving, and decision-making (Chakra, 2016). Effective communication is necessary for many other skills but some students (4%) were unskillful in communicating with others.

Interpersonal relationship as a life skill is important for making good friends and healthy relationships with others. It demands acceptance of others with their strengths and weaknesses, as they exist without showing prejudice and bias to anyone. This skill provides joy and comfort, sustains us in problematic situations, and helps us to provide protection. Friendship having a social aspect is apparently helpful for the emotional and social development of an individual. The analysis shows that the majority of students were skillful in making good relations with others but it is critical that some students were unskillful in this skill.

The reported level of existence of empathy in university students was high. Most of the students were skillful in guessing correctly how someone feels about others. Study indicates that empathy can help students to understand, to listen to others, and to accept others who may be different from them. It is necessary for social interaction among individuals but some students were unskillful in this life skill. Research shows that with the life skill of empathy, students show increased positivity in behavior such as trust, kindness, and sharing and a decrease in all kinds of aggressive behaviors. The lack of this type of skill can be harmful and can contribute to students hurting their peers and others around them (Maclang, 2010). Empathy can also help to encourage nurturing behavior towards people in need of
5.1.3 Life Skills of Effective Decision Making

The reported level of existence of life skills of effective decision-making was low as compared to other categories of life skills. The existence of decision-making was high among undergraduate students. In decision-making, students must be skillful in evaluating the consequences of their actions and the actions of others. Individuals need to be able to determine alternative solutions and the effect of these solutions on their lives. The absence of decision-making is harmful because it has more skills related to decision making such as creative thinking and problem-solving (Maclang, 2010). But some students (15%) were unskillful about how to make personal decisions in their life. The level of unskillfulness was high in decision-making as compared to other life skills.

The analysis of responses shows that the level of existence of creative thinking was high. Most of the students were aware of how to find out new ways of handling problems in life. Creativity is important to improve the existing situation but some students (7%) were unskillful in creative thinking. Research shows that creative thinking is a kind of thinking which leads to fresh viewpoints, original approaches, new insights, and completely new inventions and understanding the new things (Eragamreddy, 2013). As creative thinking is important for generating novel ideas and bringing flexibility to ideas. The novelty of ideas is important because in this situation an individual generates new ways of thinking that he had not used in the past (Murthy, 2016).

The reported level of existence of critical thinking was high in university students. The majority of students were aware of how to critically analyze the ideas of others and evaluate their positive and negative aspects. Critical thinking is a combination of various skills such as examining evidence, asking questions, analyzing assumptions, considering others’ interpretations, and avoiding emotional reasoning. It is an important skill for young students. The absence of this skill can create learning superficial and temporary (Rusbult, 2006). It increases the inductive and deductive modes of thinking in students while learning something. But some students were unskillful in critical thinking.

The analysis of the responses of respondents shows that the level of existence of problem solving was high. The majority of students were skillful in thinking about ideas logically and relating different ideas to make sense of them. Problem solving as a life skill enables students to deal with their daily life problems because the major problems that are left unsolved can cause stress, depression, and physical strain among students (Maclang, 2010). But analysis shows that some students (7%) were unskillful in solving their daily life problems.

5.2 Section II: Sources of Life Skills

The second objective of the study was to investigate the sources of life skills among students. There were four research questions related to this objective. The sources of life skills discussed in this study were; academic sources (books, teachers, and peers), family as a source, society as a source (neighbors), and media as a source (print media, electronic media, and social media). The ranking and responses of students related to the source of each life skill are discussed below.

Teachers, parents, educational officers, and principals look at life skills as the education which provides opportunities and access to better lifestyles, earning, and to be successful at home and workplace (Karimzadeh et al., 2019). As the analysis of the study shows that family and peers are major sources of learning life skills. Family is a major source of learning self-awareness, coping with emotions, effective communication, interpersonal relationships, decision-making, and creative thinking.
A study indicates that parents as elders of the community try to integrate different life skills in the community to nurture their children and change the lifestyles of the child (Karimzadeh et al., 2019).

Peers are considered a major source of learning coping with stress, empathy, critical thinking, and problem-solving. Brown and Bakken (2011) observed that children have their small community made up of several groups but as they grow older, they move away from family and make more relationships with peers. Teachers are also a significant source of learning different life skills such as self-awareness, effective communication, and creative thinking. As research, study shows that teachers affect the non-cognitive skills of students such as professional and social skills (Chetty et al., 2014). Neighbours and different types of media are not good sources of learning life skills. The research study shows that the quality of individuals’ neighbours in childhood had a minor effect on outcomes as compared to family and institution (Oreopoulos, 2003). The analysis shows that books are not a significant source of learning life skills. It is a critical situation because it seems that books are not so much attracting students towards them and students prefer other sources for gaining different skills.

6. Conclusion and Recommendations

In light of the percentage results, a reasonable number of students reported themselves to be very good at certain life skills such as, ‘interpersonal relationships’ and ‘creative thinking’. While about half of the students reported themselves as skillful in self-awareness, coping with stress, coping with emotions, effective communication, empathy, decision-making, etc. Some students were reported to be not good at some life skills, particularly in coping with stress and decision-making; they assess themselves as incapable of these skills. The analysis of sources of life skills concluded that family, as a source of life skills is the most influential source for students for learning different life skills. But students have ranked peers as the second influential source of learning coping with stress and critical learning. The analysis shows that teachers and peers are the most influential source of gaining different skills. And books are not considered helpful in learning life skills. The analysis shows that family is the most important and influential source of learning self-awareness, coping with emotions, effective communication, interpersonal relationships, decision-making, and creative thinking. It reflects that Higher education is playing a complementary role, not the leading one. The respondents reflect their belief that their families play a leading role, not the other institutions. Advancement in life comes through education and we are still traditional in thought.

The idea of introducing life skills in the curriculum should be helpful for students, as most of the students have ranked books as the lowest source of learning life skills, although the educational system seems to be more dependent on the course contents. Different therapies and practical situations should be provided for life skills learning at school as well as college and university to students for practical learning of life skills like coping with stress, controlling emotions and decision-making, etc. The majority of students have ranked family as a major source of learning life skills. So, the study incorporates that maximum awareness should be provided to parents for the betterment of the next generation. Throughout the study, it was not noticed that life skill-based education program is also working in colleges and universities. It is the need of the hour to equip undergraduate students with these life skills. Many organizations are working on life skill-based education program in Pakistan at the school level. The university and colleges should join hands with these organizations for the implementation of these programs. An observational study should be conducted related to each category of life skill at the university level so that evidence of practical applications of these skills in the life of youth may be rated.
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