

Life Skills And Value Awareness: A Comparative Analysis Of Government And Private Secondary Schools In Kamrup Metro

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This study examines Life Skills and Value Awareness: A Comparative Study of Government and Private Secondary Schools in Kamrup Metro to compare the extent of life skills and value awareness developed among students of government and private secondary schools. Life skills include decision-making, emotional intelligence, communication, problem-solving, interpersonal relationships and values awareness including ethical standards, responsibility, respect and social responsibility (Bandura, 2001). These elements are crucial for students' personal and social development, as well as important for learners' future lives.

The study used a comparative research design and targeted students from both government and private secondary schools in Kamrup Metro. Self-administered questionnaires, interviews, and focus group discussions were used to measure the level of students' life skills and values. Descriptive statistics was used to analyze the differences in the patterns, trends and results of the two groups in terms of educational methods and curriculum.

The study shows that there are differences in the development of life skills and value awareness between students of government and private schools. Private schools were more organized in providing structure through extra-curricular, training values and life skills activities while government schools focused more on the curriculum with little or no value in education and life skills development opportunities (Branden, 1994). The study also used questionnaires to establish barriers to the integration of life skills and values awareness such as resources, teacher education and extracurricular activities.

Keywords: Life Skills, Value Awareness, Government Schools, Private Schools, Secondary Education, Kamrup Metro, Comparative Analysis, Decision-Making, Emotional Regulation, Ethical Conduct, Interpersonal Skills, Holistic Development, Educational Policies.

1. INTRODUCTION

Life skills and values are also among the most important units of the modern educational process since they prepare people for the future by following their abilities, needs, and moral

requirements (Choudhury & Verma, 2023). Soft skills like thinking, communication, problem-solving and understanding are globally accepted as essential for success in the life and career of students. Ethical, integrity, and social consciousness also are important in developing effective citizens bearing in mind that values awareness is also of essence.

The scenario of Kamrup Metro is a district in Assam, India concerning education where governments' schools in Karbi Anglong and students' private schools are inclusive of their strengths and weaknesses. This paper aims to compare the life skills and value education programs in these two types of schools by comparing the curriculum, teaching and learning approaches and students' experience. The study will also seek to establish areas of strength and areas of development for each type of school to enrich the literature on the subject of comprehensive education.

1.1 BACKGROUND OF THE STUDY

In the following part, the current structure of Kamrup Metro in terms of utility kinship and complexity of government and private secondary schools and how these style the different cells of life skills and value-based education will be elucidated. It becomes noteworthy to understand these programs are crucial in preparing students not only for academic performance but also for any personal or social endeavour they take (Johnson & Rivera, 2023). This part of the research discusses how and where life skills and value education are implemented in the educational systems of both types of schools.

1.1.1 THE IMPORTANCE OF LIFE SKILLS AND VALUE OF EDUCATION IN MODERN SCHOOLING

Acquisition of life skills and value education is part and parcel of modern-day education to make well-rounded citizens. Employability skills especially, problem-solving, thinking skills and communication skills equip the students to be able to solve challenges that come with ever liberalizing world (Mishra & Saini, 2020). In contrast, value education is aimed at producing ethical personalities with respect, empathy, and integrity as the end products. Personality development builds the characteristics of responsibility and compassion.

While incorporating these elements students are instilled with the skills of being able to make sound ethical decisions both for their advancement and for the welfare of the society. Education institutions also have an important role in supporting and providing life skills and values into their curriculum so students would be prepared not only academically instrument of global citizenship.

1.1.2 EDUCATIONAL FRAMEWORKS AND POLICIES IN INDIA SUPPORTING LIFE SKILLS AND VALUE EDUCATION

Life skills and education as components of education learning are policy priorities of India. The NEP 2020 talks about the enhancement of critical thinking, creativity, ethical sensitivity and responsible citizenship among students. Incorporation of life skills, problem-solving and decision-making in educational value systems have been covered under the National Curriculum Framework (NCF).

Other programs include the Adolescence Education Programme (AEP) and School Health Programme (SHP), which build on essential life skills which comprises of health, emotional social as well. Thus, these frameworks are intended to develop the morally sensitized, flexible human person who is ready to make his/ her positive imprint on society(Sharma & Gupta, 2019).

1.1.3 COMPARISON OF GOVERNMENT AND PRIVATE SCHOOL EDUCATION SYSTEMS IN INDIA

The schools in India are government schools and private schools, they are also categorized differently. Subsidized schools are the primary government schools that admit children of all socio-economic classes as a way of providing equal opportunity education. However, they may experience problems such as poor resource provisions, a scarcity of teachers, and facilities constraints that directly affect the delivery of quality instruction.

Government schools tend to be less well-endowed in terms of finances and are streaming on new trends in teaching methods, co-curriculum, and facilities to appeal to the urban and middle-income populace(Kumar & Rao, 2022). The Daily highlights the English language as the medium of instruction and a competitive academic environment. Nevertheless, such fees can be a barrier to access to vulnerable groups of the population. These differences are observed in quality, resources, and accessibility; hence the need for changes to close the gap between the two systems.

1.1.4 CHALLENGES IN IMPLEMENTING LIFE SKILLS AND VALUE EDUCATION

However, some challenges accompany the implementation of life skills and value education in schools. Unfortunately, deficiencies in trained educators and codified curricula restrict the integration of these components. A large number of classroom instructors are not provided with the appropriate professional knowledge and/or resources for teaching useful daily living skills or for facilitating moral and ethical conversations.

Lack of resources especially in government schools also poses a major challenge to the realization of the program objectives(Thakur & Joshi, 2020). Furthermore, achievement orientation dominant in the traditional education system does not allow children substantial growth and development. That is why cultural differences and different socio-economic realities also play a part in creating the framework that would fit everyone. To overcome these challenges calls for policy change, teacher training and genuine funding.

1.2 RESEARCH GAP

Although previous research has paid much attention to life skill competencies as well as value education, studies have not directed enough attention to comparing government and private secondary schools in Kamrup Metro(Gupta, 2019). More specifically, the current body of knowledge has a significant deficit in exploring the variation in the process of implementation, issues faced, and outcomes across different kinds of schools; hence, this study.

1.3 RESEARCH QUESTIONS

This study is based on the following research questions;

1. What kind of differences exist in the government and private schools of the Kamrup metro region to teach life skills and value education?
2. What are the issues they encounter in program implementation?
3. What are the implications of these differences for the students?

1.4 RESEARCH OBJECTIVES

1. **Implementation and Comparison:** To evaluate and compare the implementation of life skills and value education programs in government and private secondary schools.
2. **Teaching Strategies and Challenges:** To analyze teaching and learning strategies used in these programs and identify the challenges faced by schools.
3. **Impact on Students:** To assess the impact of these programs on students' personal development and academic achievements.

1.5 RESEARCH HYPOTHESIS

The following are the research hypotheses:

Hypothesis 1:

H1: There are significant differences in the approach to teaching life skills and value education between government and private secondary schools in Kamrup Metro.

H0: There are no significant differences in the approach to teaching life skills and value education between government and private secondary schools in Kamrup Metro.

Hypothesis 2:

H1: Government and private schools in Kamrup Metro encounter distinct challenges in implementing life skills and value education programs, impacting the effectiveness of these initiatives.

H0: Government and private schools in Kamrup Metro do not encounter distinct challenges in implementing life skills and value education programs, impacting the effectiveness of these initiatives.

Hypothesis 3:

H1: The differences in life skills and value education programs between government and private schools in Kamrup Metro significantly influence students' personal development and academic performance.

H0: The differences in life skills and value education programs between government and private schools in Kamrup Metro do not significantly influence students' personal development and academic performance.

1.6 LIMITATIONS OF THE STUDY

This study is restricted to Kamrup Metro only and as a result, findings may not be generalised on all regions of education. Also, it uses survey and interview data and hence the findings are likely to be influenced by self-report bias and or errors. This study is limited to Kamrup Metro, which restricts the generalizability of the findings to other regions with different socio-economic and educational contexts (Verma & Rani, 2020). The sample of schools, consisting of five government and five private institutions within this specific region, may not accurately represent the broader educational landscape of India. Additionally, the study relies on survey and interview data, which are subject to self-report bias. Participants may provide socially desirable responses or may not accurately reflect their true attitudes and behaviours, potentially influencing the findings and their applicability to other settings.

1.7 RATIONALE OF THE STUDY

In this respect, the research can give insight into the strengths and limitations of government and private schools which can be useful to policymakers, teacher training institutions and curriculum developers for better education in the region. This study aims to provide valuable insights into the strengths and limitations of government and private schools in Kamrup Metro, focusing on the implementation of life skills and value-based education. By comparing the two educational systems, the research can help identify areas for improvement in teaching practices, curriculum development, and resource allocation. The findings are intended to be useful to policymakers, teacher training institutions, and curriculum developers, offering evidence to inform decisions that can enhance the quality of education in the region. Ultimately, the study aims to contribute to creating more effective and inclusive educational practices.

2. LITERATURE REVIEW

2.1 LIFE SKILLS EDUCATION IN SECONDARY SCHOOLS:

Yadav (2021) rightly examines the relevance of life skills education for the development of societies. According to the literature, to acquire these life skills, the youth should be empowered; problem-solving, communication and adaptability are important components of growth and enhanced community life. These skills enable a person to fetch a job within society and enhance personal and sustainable growth interventions.

Yadav (2021) emphasizes the critical role of life skills education in fostering societal development, particularly through empowering the youth. Life skills, such as problem-solving, communication, and adaptability, are fundamental for personal growth and active participation in community life. By equipping students with these competencies, education becomes a powerful tool for addressing real-world challenges and promoting individual and collective progress.

Problem-solving skills enable students to critically analyze situations, make informed decisions, and overcome obstacles effectively. Communication skills, on the other hand, help in building relationships, expressing ideas clearly, and working collaboratively in diverse environments. Adaptability ensures that individuals can respond to changing circumstances with resilience and flexibility, a vital trait in today's dynamic world.

These skills not only enhance employability by preparing students for professional challenges but also contribute to sustainable development. Empowering young individuals through life skills education ensures they can engage meaningfully in their communities, fostering innovation, inclusivity, and long-term societal well-being. Thus, life skills education is indispensable for shaping capable, responsible citizens.

2.2 VALUE-BASED EDUCATION FRAMEWORKS

Singh and Rani (2018) investigate curriculum development and teaching practices in private and government educational institutions and reveal much variance. According to their review of the literature, they note that; Private schools tend to be more innovative and more inclined to adopt new strategies that are appropriate to the learner as compared to government schools that tend to over-rely on more traditional instructional practices. These variations have the effect of affecting educational outcomes as a result and the learning experiences of the students.

Singh and Rani (2018) highlight significant differences in the implementation of value-based education frameworks across private and government educational institutions. Their research reveals that private schools are often more innovative in curriculum design and teaching practices, frequently adopting learner-centred approaches and modern instructional strategies. This adaptability allows private schools to tailor their educational frameworks to the diverse needs of students, fostering engagement and meaningful learning experiences.

In contrast, government schools are more likely to rely on traditional, teacher-centred instructional methods, often constrained by limited resources, larger class sizes, and rigid bureaucratic structures. While these practices aim to provide foundational knowledge, they may lack the dynamism needed to address the evolving demands of value-based education.

These differences impact students' learning experiences and educational outcomes. The innovative approaches in private schools often lead to better integration of values, critical thinking, and ethical reasoning. Conversely, the reliance on conventional methods in government schools may hinder the development of practical applications of value education. Bridging these gaps requires policy reforms and investments to enhance teaching methodologies in government schools.

2.3 COMPARATIVE STUDIES OF GOVERNMENT AND PRIVATE SCHOOLS

The authors Choudhury and Verma (2023) conducted a literature review focusing on composite education performance indicators of government and private schools in an urban context of India. Focusing on resources, quality of teaching and quality of learning or performance, the analysis reveals disparities. Private schools are likely to produce better results because they are better funded and use more effective strategies compelling with the challenges organization schools have including inadequate capital and lack of teachers.

Choudhury and Verma (2023) explore the differences in educational performance between government and private schools in the urban context of India, focusing on key indicators such as resources, quality of teaching, and student performance. Their literature review reveals clear disparities between the two systems, primarily attributed to differences in funding, infrastructure, and instructional strategies.

Private schools typically benefit from better financial resources, enabling them to invest in modern teaching tools, technology, and specialized teacher training. These resources contribute to a more engaging and efficient learning environment, which often results in superior academic performance. Moreover, private schools tend to adopt more flexible and innovative teaching strategies that cater to the diverse needs of students, further enhancing learning outcomes.

In contrast, government schools face significant challenges, including inadequate funding, outdated infrastructure, and a shortage of qualified teachers. These limitations often hinder their ability to implement effective teaching strategies, leading to lower student performance. The disparity in resources and institutional support underscores the need for policy interventions to bridge the gap and improve educational outcomes in government schools.

2.4 CHALLENGES IN IMPLEMENTING LIFE SKILLS PROGRAMS

Patel and Mehta (2022) review the literature on the barriers to life skills education in public schools, highlighting key challenges such as inadequate teacher training, limited resources, and insufficient policy support. The review emphasizes that these obstacles hinder effective implementation and impact students' holistic development. Collaboration among stakeholders is essential to overcome these limitations and enhance program success.

Patel and Mehta (2022) critically examine the barriers to effective life skills education in public schools, identifying several key challenges that hinder the successful implementation of these programs. One major issue is the lack of teacher training. Many educators are not adequately prepared to teach life skills, as they often lack specialized training in areas such as emotional intelligence, decision-making, or communication. This leads to ineffective delivery and missed opportunities for students to develop essential competencies.

Another significant barrier is the limited resources available in public schools. Many schools struggle with insufficient funding for life skills programs, which results in the lack of materials, extracurricular activities, or trained professionals necessary to create a comprehensive life skills curriculum.

Additionally, there is often insufficient policy support at the administrative level. Without strong institutional backing or clear guidelines for integrating life skills education into the curriculum, schools find it difficult to prioritize or sustain these programs. To overcome these challenges, Patel and Mehta emphasize the importance of collaboration among stakeholders, including government bodies, educators, and communities, to ensure the effective implementation and long-term success of life skills education.

2.5 IMPACT OF LIFE SKILLS AND VALUE EDUCATION ON STUDENT OUTCOMES

Johnson and Rivera (2023) provide a comprehensive literature review on the influence of life skills education on adolescents' academic and social outcomes. The review highlights that programs fostering skills such as problem-solving, communication, and self-management enhance academic achievement and social adaptability. However, challenges include inconsistent program quality and limited integration into standard curriculums.

Johnson and Rivera (2023) explore the significant influence of life skills education on adolescents' academic and social outcomes, offering a comprehensive review of existing literature. Their findings suggest that life skills programs, particularly those focusing on problem-solving, communication, and self-management, contribute positively to students' academic performance. These skills equip students with the tools to approach academic challenges more effectively, enhance their ability to work collaboratively and improve their overall learning outcomes.

Moreover, life skills education fosters social adaptability, helping students navigate interpersonal relationships and cope with social pressures. Skills such as emotional regulation, conflict resolution, and empathy enable students to build stronger social connections and manage stress more effectively.

However, the review also highlights challenges in the widespread impact of life skills education. Inconsistent program quality, due to variations in resources and teacher expertise, and limited integration of life skills into standard curricula hinder its full potential. These obstacles emphasize the need for systematic integration and improved program delivery to maximize the benefits of life skills education on student outcomes.

3. RESEARCH METHODOLOGY

The present research adopted the comparative research design and the context was limited to secondary schools in Kamrup Metro. Of these, the sample has five government and five private secondary schools and these schools are located in both urban and rural settings within the district. Sources of data are questionnaires filled by the students and teachers, interviews with heads of schools and classroom observations (Verma & Rani, 2020). Both questionnaires measure students' and teachers' attitudes towards life competencies and regard education as valuable, while interviews reveal organizational practices and the provision of life skills programs.

This research adopts a comparative research approach with an emphasis on secondary schools in Kamrup Metro. The sample consists of five government and five private secondary schools which are chosen to cover both urban and rural areas within the district. Sources of data include student and teacher questionnaires, interviews with school principals, and classroom observations. Questionnaires capture the feelings and attitudes that students and teachers have towards life skills and the value of education while organizing in-depth interviews to capture the institutional structures and Welfare support systems for such programs (Sharma & Kapoor, 2021).

Interview responses and observational notes are interpreted through qualitative thematic analysis of data. Survey data is analyzed quantitatively, that is, through the use of statistical tools to determine the effectiveness of implementation of curriculum, training of teachers and students' participation in the two types of schools.

This research therefore uses a comparative research approach to establish the level of integration of life skills and value education in selected secondary schools in Kamrup Metro. The study has a relatively small target population made up of ten secondary schools: five government and five private schools, which are randomly selected according to the district's urban and rural areas (Rao & Mehta, 2020). This diversity also guarantees that a broad perspective on the effects and the ways different socio-economic and geographical contexts affect the delivery of those learning programs is attained.

3.1 DATA ANALYSIS METHODS

This study uses both qualitative and quantitative research methods in the collection of its data. Key sources of data include:

1. **Questionnaires:** Completed by students and teachers, the questionnaires capture the subject's views on life skills and education. These are meant to collect such elements of experiences as scores, attitudes, and estimations as to how engaging these programs are and how significant they are perceived.
2. **Interviews:** Semi-structured interviews were conducted with school heads to understand the organizational practices, resources and approach to implementing life skills and values education. Some of these interviews look at available structural frameworks that can be used to put in place welfare support systems for program implementation.
3. **Classroom Observations:** Such data present an actual picture of teaching techniques and methods, students' engagement, and classroom environment in both government and private schools.

Data Analysis Methods

The data is analyzed using a combination of qualitative and quantitative approaches:

Qualitative Thematic Analysis: Interviews and observations occurring in classrooms are answered and coded to reveal the general patterns with similar responses (Kapoor & Agarwal,

2019). This method enables one to capture differences and similarities, challenges that may be faced, realities and variations in the implementation of the program in both types of schools.

Quantitative Statistical Analysis: Survey information helps calculate the impact of life skill and value education programs with statistical tools. This entails assessing the extent to which the curriculum has been implemented, teachers' training and number of students participating.

This makes the paper accord extensive coverage and scrutiny of the components that differentiate as well as those that relate to government and private schools (Shah & Patel, 2020). The results are intended to offer evidence-based recommendations for the improvement of practice in the assessment of the effectiveness of the teaching of life skills and values in ordinary settings.

4. DATA ANALYSIS

This work compared the life skills and value awareness of students in government and private secondary schools in Kamrup Metro. Teaching approach scores from surveys were also analyzed using an independent samples t-test. The result implies that the instructional method and facilities in government schools are lower than that of private schools; The mean score of government schools was 68.7 (SD = 3.27), while the mean score of private schools was 82.6 (SD = 3.53).

The mean difference between the two groups was found to be highly significant, $t(35) = 6.82$; $p < 0.001$; Conclusion: This implies that private schools better promote life skills and value awareness more than government schools (Durlak & Wells, 1997). The results acknowledged several areas that require improvements in curriculum and lesson teaching and learning practices in government schools possibly due to constraints in resources and teachers' training. These gaps need to be closed so that harmonious development of skills and values may take place in all environments.

Testing Process

1. Data Collection:

Use surveys, questionnaires, or observational data to score the approaches in both types of schools.

Assign numerical values to the approaches for quantifiable analysis.

2. Analysis Type:

Conduct an independent sample t-test since the comparison involves two distinct groups (government vs. private schools).

3. Significance Level (α):

Typically set at 0.05. If, reject; otherwise, fail to reject

4. Interpretation of Results:

If is rejected, conclude that significant differences exist in the teaching approaches.

If is not rejected, conclude that the differences in teaching approaches are not statistically significant.

Data Analysis of Life Skills and Value Education: t-Test Application

This study employs t-tests to analyze the differences in the approach to teaching life skills and value education between government and private secondary schools in Kamrup Metro. Below is a detailed explanation of the process, results, and interpretation.

Hypothesis 1

Null Hypothesis (H_0): There are no significant differences in the approach to teaching life skills and value education between government and private secondary schools in Kamrup Metro.

Alternative Hypothesis (H_a): There are significant differences in the approach to teaching life skills and value education between government and private secondary schools in Kamrup Metro.

1. Data Collection and Preparation

Sample Size and Characteristics:

Data was collected from 200 students each from government and private schools, ensuring diversity in terms of age, gender, and socio-economic background.

Two variables were measured:

1. Life Skills Score: Assessing decision-making, problem-solving, interpersonal skills, and emotional regulation.
2. Value Education Score: Evaluating understanding and application of ethical and moral principle

Assumptions for t-Testing:

Normality: Data distributions for life skills and value education scores were tested using the Shapiro-Wilk test and confirmed to be approximately normal.

Equal Variance: The homogeneity of variances was verified using Levene's Test.

3. Conducting t-Tests

Independent Samples t-test was used to compare the mean scores for government and private schools. The analysis involved the following steps:

Step 1: Calculating Descriptive Statistics

Life Skills Scores:

Government Schools: Mean = 65.2, Standard Deviation = 8.4

Private Schools: Mean = 72.6, Standard Deviation = 7.1

Value Education Scores:

Government Schools: Mean = 68.7, Standard Deviation = 9.0

Private Schools: Mean = 75.8, Standard Deviation = 6.9

Step 2: Applying t-Test Formula

The t-statistic was calculated using the formula:

$$t = \frac{\sum(x_1 - x_2)}{s \sqrt{nt}} = \frac{\sum(x_1 - x_2)}{sn}$$

where

t = Student's t-test

$x_1 - x_2$ = Difference mean of the pairs

s = standard deviation

n = sample size

Step 3: Results

1. Life Skills Scores:

Conclusion: Reject. There is a significant difference in life skills scores between the two school types.

2. Value Education Scores:

Conclusion: Reject. There is a significant difference in value education scores between the two school types.

3. Interpretation of Results

Life Skills Analysis:

The higher mean score for private schools indicates that their approach to teaching life skills is more effective. Possible reasons include:

More interactive and activity-based teaching methods.

Better access to resources like workshops and counselling services.

Value Education Analysis:

Private schools also scored significantly higher in value education. This may be attributed to:

Structured moral education programs integrated into the curriculum.

Smaller class sizes enable personalized attention to value-oriented discussions.

Government Schools:

While government schools showed commendable efforts in both domains, resource constraints and larger student-teacher ratios might have limited their effectiveness.

4. Limitations and Considerations

Sample Representation: The study focuses solely on Kamrup Metro, and findings may not generalize to other regions.

Cultural Factors: Differences in socio-economic backgrounds between students in government and private schools may have influenced results.

Other Variables: Factors such as parental involvement and peer influence were not considered but could significantly affect outcomes (Harris & Dutta, 2017).

5. Recommendations

1. For Government Schools:

Introduce experiential learning programs to enhance life skills.

Allocate additional resources for structured value education

2. For Private Schools:

Continue leveraging innovative teaching methods to sustain high performance.

Share best practices with government schools through collaborative programs.

3. Policy Implications:

Policymakers should consider interventions like teacher training programs and cross-sector workshops to bridge the gap.

Conclusion

The t-test analysis reveals statistically significant differences in the teaching of life skills and value education between government and private secondary schools in Kamrup Metro. Private schools exhibit a stronger emphasis on both domains, highlighting areas for improvement in government schools (Lenzi & Colombo, 2019). This comparative study underscores the importance of equitable resource allocation and pedagogical innovations in promoting holistic education across all.

Hypothesis -2

This section explores the distinct challenges faced by government and private schools in Kamrup Metro in implementing life skills and value education programs. Using the t-test

statistical method, we aim to determine if these challenges significantly impact the effectiveness of these programs.

Null Hypothesis (H₀): Government and private schools in Kamrup Metro do not encounter distinct challenges that impact the effectiveness of life skills and value education programs.

Alternative Hypothesis (H₁): Government and private schools in Kamrup Metro encounter distinct challenges that significantly impact the effectiveness of life skills and value education programs.

Data Collection and Variables

Sample:

Data was collected from school administrators and teachers at 20 government and 20 private secondary schools in Kamrup Metro (Piaget, 2002). Participants provided scores (on a scale of 1-10) rating the severity of various challenges in implementing these programs.

Key Challenge Areas:

1. Resource Availability: Availability of funds, teaching materials, and infrastructure.
2. Teacher Training: Effectiveness of teacher training programs in imparting life skills and values.
3. Curriculum Integration: Difficulty in aligning life skills and value education with existing curricula.
4. Student Engagement: Challenges in ensuring active student participation.

Steps in Conducting t-Tests

Step 1: Descriptive Statistics

Mean scores for challenges faced by government and private schools were calculated across the four areas:

Challenge	Government School	Private school
Resource availability	Mean= 8.2 ,SD = 1.1	Mean= 5.4 , SD = 1.2
Teacher training	Mean= 7.3, SD= 1.3	Mean= 6.1, SD = 1.0
Curriculum integration	Mean= 7.9, SD =1.4	Mean= 6.5 ,SD = 1.1
Student engagement	Mean= 7.4 ,SD= 1.2	Mean= 6.8 ,SD= 1.3

Step 2: Independent Samples t-Test

For each challenge, an independent samples t-test was conducted using the formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s_1^2/n_1 + s_2^2/n_2)}} \quad t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s_1^2/n_1 + s_2^2/n_2)}}$$

where

- t = Student's t-test

- x_1 = mean of first group
- x_2 = mean of the second group
- s_1 = standard deviation of group 1
- s_2 = standard deviation of group 2
- n_1 = number of observations in group 1
- n_2 = number of observations in group 2

Results and Interpretation

The t-test analysis shows that the difference between the challenges faced by government and private schools is statistically significant ($p < 0.05$). This goes a long way in supporting the alternative hypothesis (H_1) that posits that the difficulties faced by the two school types are different.

Government Schools: The score that represents challenge is as follows: The higher the challenge, the higher the difficulties identified by respondents, including lack of sufficient infrastructures, proper training for teachers, and access to instruments for modern learning, and restrictiveness of structure and policies (Prat & Sen, 2019). All these factors combine to hamper the successful delivery of life skills and value education.

Private Schools: Lower challenge scores indicate better access to resources and a more open curriculum. However, there are important challenges that relate to private schools, including keeping up with parents' high expectations and managing academic content with extracurricular activities.

Implications of Findings

The results highlight the importance of intervention at the systems level in government schools or the incorporation of more appropriate strategies while implementing systemic reforms. These can include; improving teachers' training programs, more efficient distribution of resources, and improvements in teacher and other stakeholders' policy compliance on how to incorporate the curriculum more efficiently (Quintal & Davis, 2017). Thus, the developments that need to occur in private schools remain increasing parent involvement and the successful balance between life skills education and academic achievement.

This study confirms that government and private schools in Kamrup Metro face distinct challenges in implementing life skills and value education programs. While the disparities are significant, understanding these challenges provides an opportunity to design tailored strategies for both school types, ensuring that students across Kamrup Metro benefit from effective and comprehensive education programs.

Hypothesis -3

To evaluate the influence of differences in life skills and value education programs on students' personal development and academic performance, the following hypotheses were tested:

H_0 (Null Hypothesis): The differences in life skills and value education programs between government and private schools in Kamrup Metro do not significantly influence students' personal development and academic performance (Rao & Sharma, 2020).

H₁ (Alternative Hypothesis): The differences in life skills and value education programs between government and private schools in Kamrup Metro significantly influence students' personal development and academic performance.

Data Collection

Data was gathered from 10 government and 10 private schools. Indicators for personal development (e.g., self-confidence, teamwork, critical thinking) and academic performance (e.g., GPA, participation) were assessed. Scores were averaged for each school type and analyzed.

Government Schools: [65, 67, 63, 68, 66, 64, 69, 62, 70, 68]

Private Schools: [78, 80, 82, 76, 79, 81, 77, 84, 85, 83]

Scores are on a scale of 1–100, combining ratings for personal development and academic performance.

T-Test Analysis Process

Step 1: Group Descriptive Statistics

Government Schools:

Mean = 66.2, Standard Deviation (SD) = 2.46

Private Schools:

Mean = 80.5, SD = 2.87

Step 2: Test Assumptions

1. Normality Test:

The Shapiro-Wilk test confirmed that scores in both groups are normally distributed ().

2. Homogeneity of Variance:

Levene's test for equality of variances showed no significant difference (), indicating the assumption of equal variances is met.

Step 3: T-Test Calculation

The independent samples t-test formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s_1^2/n_1 + s_2^2/n_2)}} \quad t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s_1^2/n_1 + s_2^2/n_2)}}$$

where

- t = Student's t-test
- \bar{x}_1 = mean of first group
- \bar{x}_2 = mean of the second group

- s_1 = standard deviation of group 1
- s_2 = standard deviation of group 2
- n_1 = number of observations in group 1
- n_2 = number of observations in group 2

Results Interpretation

A similar statistical significance of the t-test comparison reveals the difference in the impact on students' personal growth and performance between government and private schools regarding the life skills and value education programs ordered (Slavin, 2018). This supports the alternative hypothesis, which states that the differences in these programs have a considerable effect on students' performance.

Key Findings

1. Government Schools:

Lower means indicate lesser refrainment and academic achievement.

Some of the problems are old-fashioned techniques of teaching, inadequate facilities, and no or limited opportunities for students to develop other skills.

2. Private Schools:

Higher scores imply that the use of life skills and value education are well incorporated into the curriculum.

Private schools have better teaching techniques, one-on-one teaching, and better co-curricular activities.

Discussion and Implications

The findings show that there are major differences in the impact of life skills and value education programs on students in government and private schools. In line with this, there are perceived benefits associated with private schooling as regards giving student support and thus improved personal and academic success (Neill, 2020).

Government Schools: To address challenges in these schools, one has to make changes at the system level, for example:

Improving the training of teachers in life skills education.

Supporting the programs with more resources and infrastructures that are based on values.

Introducing elements of learning by doing to promote personal development.

Private Schools: However, for private schools, the following goals should be set:

Make it possible to accommodate underprivileged students.

Address for concern is to increase the extent of their programs operated concerning social responsibility and inclusiveness.

In this study, small sample sizes are used. These findings suggested the potential impacts of schools on larger datasets and also by using longitudinal study design.

A study t-test also supported that students' personal development differences and academic performance centred on life skills and value education programs (Pathak, 2020). These outcomes suggest that government schools require specific strategies for enhancing these results, whereas private schools should continue to preserve their quality and increase their accessibility. The results provided in this study underscore the importance of life skills and the value of education concerning the development of a well-equipped generation and educational equality.

5. RESULTS AND DISCUSSION

An investigation was designed to evaluate differences in life skill competency and value consciousness levels between students from government and private secondary educational institutions based in Kamrup Metro. These competencies show different development trajectories between government and private school environments according to study results. The research conducted through interviews and survey data alongside classroom activity witnessing shows private institutions give better-organized support for life skills training alongside value education classes than public educational institutes.

Life Skills and Value Awareness: Comparative Analysis

Private schools demonstrate superior effectiveness than government schools at developing necessary life skills including decision-making alongside communication as well as problem-solving and emotional intelligence. Students attending government schools received an average life skills score of 65.2 together with a standard deviation of 8.4 whereas students from private schools received 72.6 with a standard deviation of 7.1. Students in private institutions demonstrated higher value awareness including ethical standards along with responsibility and respect and social responsibility at a mean level of 75.8 (SD = 6.9) than their counterparts in government institutions who scored 68.7 (SD = 9.0).

The life skills and value education approaches from private schools were proven to be statistically stronger than those of government schools based on the independent samples t-test ($p < 0.001$). The combination of defined extracurricular programs customized counseling services and hands-on teaching practices seem to explain this difference.

Challenges in Implementing Life Skills and Value Education

The integration of life skills education in government schools becomes difficult because of limited resources as well as untrained teachers and rigid education curricula. Researchers discovered these major obstacles among their findings:

- Private schools demonstrated an average of 5.4 (SD = 1.2) in their challenge score which was lower than the 8.2 score (SD = 1.1) shown by government schools indicating that private institutions have more funding and learning resources available.
- The surveyed teachers in private schools who had an average score of 6.1 (SD = 1.0) indicated fewer professional development opportunities than teachers in government schools who scored 7.3 (SD = 1.3).
- Life skills education proved more difficult for government schools to insert into their academic curriculum when compared to private educational institutions based on mean scores (7.9, SD = 1.4; 6.5, SD = 1.1).
- Student engagement reached higher levels at private schools than at government schools since private students scored 6.8 (SD = 1.3) in value-based learning participation while government students achieved 7.4 (SD = 1.2).
- Systematic improvements demand curriculum updates alongside specialized educational support for teachers alongside additional financial backing for activity-based learning at government schools.

The research findings showed positive effects on student development together with academic outcomes.

The evaluation conducted a thorough examination of how life skills and value education affected student personal development as well as academic results. Private school students displayed superior academic results together with advanced self-confidence and strengthened interpersonal connections compared to students in government schools. Student self-confidence in private schools reached 80.5 points with a standard deviation of 2.87 whereas government school students achieved 66.2 points with 2.46 in standard deviation.

The t-test results established that private educational institutions' methodical life skills and value education teachings build student growth because the results had p-values lower than 0.001. The collaborative strengths of mentor guidance with personalized education and co-curricular activities in private institutions appear to develop a supportive framework for complete educational growth.

6. CONCLUSION

This research paper reveals that there is a marked disparity in the acquisition of life skills and values between government and private secondary school students in Kamrup Metro (Cavioni & Bastianelli, 2018). The outcome shown here is the fact that private schools do have a more structured and encompassing solution to deliver life skills and value education in and out of the classroom, and through selected activities as well. Presumably, government schools employ the curriculum approach and contain fewer possibilities for skill training and, especially, values nurturing.

These hasps highlighted the areas of concern including resource inequity, teacher professional development, and limited participation in co-curricular activities. Focusing on the outcome of improving life skills and values as well as imparting education in government schools, certain

interventions are needed, which involve, inter alia, the incorporation of extracurricular activities and teacher training.

In the long run, the gaps will be closed, so that all learners, regardless of their learning environments, will have similar prospects for individual growth, effective citizenship, and preparation for life (Bloom, 2013). The findings of this analysis provide suggestions that can be implemented to enhance life skills education in both sectors for policymakers and educators.

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