



## Adjustment of Senior Secondary School Students in Relation to Their Life Skills

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### Abstract:

*In any society rapid change in social moral ethical and religious values demand changes in the life style of individuals such changes are inevitable and adolescents are most affected by these changes moreover these changes interfere with physical, psychological and social health of adolescents, resulting in exposure to high risk behaviors. To overcome such difficulties the adolescents need to acquire life skills. Indian youth represent a significant proportion of the worldwide population. It was estimated that young people below 20 years of age account for 40% of the world's population while 80% are living in the developing*

*The term 'Life Skills' refers to the skills usually associated with managing and living a better quality of life, they help us to accomplish our ambitions and live to our full potential. There is no definitive list of life skills, certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location etc. Perhaps the most important life skill is the ability to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. Life skills are not always taught directly but often learned indirectly through experience and practice.*

### ADJUSTMENT

In this rapid changing world adjustment is a persistent feature of human personality. Unless a person is not able to adjust himself to the environment he/she cannot develop his/her wholesome personality. A man of

adjusting nature can lead a cheerful and wholesome life but a less adjusting nature always leads a depressed and unhealthy life. Adjustment is a process by which an individual learns certain ways of behavior to cope with the situation which he/she attains through harmony with his/her environment. You may have heard someone say that "somebody just doesn't adjust to situation" or "somebody facing problem in adjustment". Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment problem starts right from the birth of and continues till death, various situations arise at home, school, college, and workplace where we need to give up a little of our demands and accept what is present.

### OBJECTIVES OF THE STUDY

- To compare the life skills of male and female senior secondary school students.
- To compare the adjustment of male and female senior secondary school students.
- To study the inter correlations among adjustment and life skills of senior secondary school students.

### HYPOTHESES OF THE STUDY

- There exists no significant difference between the life skills of the male and female students of senior secondary school.
- There exists no significant difference between the adjustment of the male and female students of senior secondary school.



- There is significant correlation among some of the dimensions of adjustment, self confident and life skill.

## SAMPLE

The sample of the present study will comprise of 200 students from 11<sup>th</sup> standard of urban locality. It will be taken from Karnal District of Haryana. It will comprise of 100 boys and 100 girls from these schools. For the present study the investigator will use random sampling technique to select the sample.

## DELIMITATIONS OF THE STUDY

The present study will have the following delimitations:

- The sample of 200 students only.
- The students studying in schools of Karnal the District of Haryana only.
- Government and Private Schools from Karnal only.
- The students in grade 11<sup>th</sup> & 12<sup>th</sup> only.
- The study is confined to the variables under investigation i.e. life skills and adjustment

## INTERPRETATIONS

Frequency distribution for all 14 variables (4 of Adjustment, and 10 of Life Skill) included in the study were set up for the total group (N=200). These distributions along with their means, standard deviation are reported :

**TABLE-1**

**Mean, standard deviation and t-ratio of female and male of senior secondary schools**

S. No.	Variables	Senior secondary School girls		Senior secondary School boys		t-ratio	Level of significance
		Mean	S.D.	Mean	S.D.		
1	Home	11.01	5.28	10.83	4.48	.259	NS
2	Health	9.24	4.32	6.17	3.17	5.383	S
3	Social	15.55	4.16	13.75	4.78	2.706	S
4	Emotional	13.93	6.85	9.63	5.70	4.822	S
5	Decision Making	35.72	5.72	33.01	5.34	3.459	S
6	Problem Solving	47.89	8.11	44.28	8.08	3.151	S
7	Empathy	44.63	6.76	39.17	6.44	5.844	S
8	Self Awareness	37.48	7.58	34.67	6.79	2.759	S
9	Communication Skill	33.96	5.25	33.3	5.57	.880	N S
10	Inter Personal Relationship	65.9	9.77	60.52	9.55	3.851	S
11	Coping With Emotion	32.62	6.26	30.51	5.45	2.540	S
12	Coping With Stress	31.44	6.37	28.78	5.68	3.114	S
13	Creative Thinking	48.94	9.87	46.21	8.89	2.054	S
14	Critical Thinking	35.81	6.81	33.42	6.81	2.480	S

$$t=1.98 > 0.05$$

$$t=2.62 > 0.01$$



The data were analyzed to study the differences in Adjustment, and Life Skill of the subjects. Significances of differences between the mean scores of Senior Secondary School Girls and Senior Secondary School Boys were tested by t-ratio are reported.

## RESULT AND DISCUSSION

**Home Adjustment** (Dimension of Adjustment) indexes by Adjustment are 11.01 and 10.83 respectively with respective standard deviations of 5.28 and 4.48. The obtained t-ratio is 0.259 which is not significant at 0.05 level. This shows that there is no significance difference between male and female students on Home Adjustment. It depicts that female and male students of senior secondary schools are not different on their home adjustment. So hypothesis is accepted.

**Health Adjustment** (Dimension of Adjustment) indexes by Adjustment are 9.24 and 6.17 respectively with respective standard deviation of 4.32 and 3.17. The obtained t-ratio is 5.383 which is significant at 0.01 level. This shows there is significance difference between female and male students of Senior Secondary School on Health Adjustment. So hypothesis is rejected. It depicts that female students are more adjusted on health dimension of adjustment than their counterparts of male students. It shows in present scenario female students are more conscious to their health.

**Social Adjustment** (Dimension of Adjustment) indexes by Adjustment are 15.55 and 13.75 respectively with respective standard deviation of 4.61 and 4.78. The obtained t-ratio is 2.706 which is significant at 0.01 level. This shows there is significance difference between male and female students of Senior Secondary Schools on Social Adjustment. So hypothesis is rejected. It depicts that female students are more adjusted on social dimension of adjustment than their counterparts of male students.

**Emotional Adjustment** (Dimension of Adjustment) indexes by Adjustment are

13.93 and 9.63 respectively with respective standard deviation of 6.85 and 5.7. The obtained t-ratio is 4.822 which is significant at 0.05 level. This shows there is significance difference between male and female students of Senior Secondary School on Emotional Adjustment. So hypothesis is rejected. It depicts that female students are more adjusted on emotional dimension of adjustment than their counterparts of male students.

**Decision making** (Dimension of Life Skill) indexes by Life Skill are 35.72 and 33.01 respectively with respective standard deviation of 5.72 and 5.34. The obtained t-ratio is 3.459 which is significant at 0.05 level. This shows there is significance difference between female and male students of Senior Secondary School on Decision Making. So hypothesis is rejected. It depicts that female students decision making skill is more good than their counterparts of male students.

**Problem Solving** (Dimension of Life Skill) indexes by Life Skill are 47.89 and 44.28 respectively with respective standard deviation of 8.11 and 8.08. The obtained t-ratio is 3.151 which is significant at 0.05 level. This shows there is significance difference between female and male students of Senior Secondary School on Problem Solving. So hypothesis is rejected. It depicts that female students problem solving ability is more good than their counterparts of male students

**Empathy** (Dimension of Life Skill) indexes by Life Skill are 44.63 and 39.17 respectively with respective standard deviation of 6.76 and 6.44. The obtained t-ratio is 5.844 which is significant at 0.05 level. This shows there is significance difference between female and male students of Senior Secondary School on Empathy. So hypothesis is rejected. It



depicts that female students empathy skill is more good than their counterparts of male students

**Self Awareness** (Dimension of Life Skill) indexes by Life Skill are 37.48 and 34.67 respectively with respective standard deviation of 7.58 and 6.79. The obtained t-ratio is 2.759 which is significant at 0.05 level . This shows there is significance difference between female and male students of Senior Secondary School on Self Awareness. So hypothesis is rejected. It depicts that female students are more self aware than their counterparts of male students

**Communication Skill** (Dimension of Life Skill) indexes by Life Skill are 33.96 and 33.3 respectively with respective standard deviation of 5.25 and 5.57. The obtained t-ratio is .880 which is significant at 0.05 level . This shows there is no significance difference between female and male students of Senior Secondary School on communication Skill. So hypothesis is accepted. It depicts that female and male both students communication skill is equal.

**Interpersonal Relationship** (Dimension of Life Skill) indexes by Life Skill are 65.9 and 60.52 respectively with respective standard deviation of 9.77 and 9.55. The obtained t-ratio is 3.857 which is significant at 0.05 level . This shows there is significance difference between female and male students of Senior Secondary School on Interpersonal Relationship. So hypothesis is rejected.

**Coping with Emotion** (Dimension of Life Skill) indexes by Life Skill are 32.62 and 30.51 respectively with respective standard deviation of 6.26 and 5.45. The obtained t-ratio is 2.54 which is significant at 0.05 level . This shows there is significance difference between female and male students of Senior Secondary School on Coping with Emotion. So hypothesis is rejected

**Coping with Stress** (Dimension of Life Skill) indexes by Life Skill are 31.44 and 28.78 respectively with respective standard deviation of 6.37 and 5.68. The obtained t-ratio is 3.114 which is significant at 0.05 level . This shows there is significance difference between female and male students of Senior Secondary School on Coping with Stress. So hypothesis is rejected.

**Creative Thinking** (Dimension of Life Skill) indexes by Life Skill are 31.44 and 28.78 respectively with respective standard deviation of 6.37 and 5.68. The obtained t-ratio is 3.114 which is significant at 0.05 level . This shows there is significance difference between female and male students of Senior Secondary School on Creative Thinking. This show that the female students of senior Secondary Schools are more creative thinkers than the male students of senior secondary school. So hypothesis is rejected. It depicts that female students are more creative thinkers than their counterparts of male students

**Critical Thinking** (Dimension of Life Skill) indexes by Life Skill are 35.81 and 33.42 respectively with respective standard deviation of 6.81 and 6.81. The obtained t-ratio is 2.48 which is significant at 0.05 level . This shows there is significance difference between female and male students of Senior Secondary School on Critical Thinking. This show that the female students of senior Secondary Schools are more critical thinkers than the male students of senior secondary school. So hypothesis is rejected. It depicts that female students are more critical thinkers than their counterparts of male students.





## EDUCATIONAL IMPLICATIONS

From the present study it is observed that life skills play a significant role in adjustment of adolescence whether that may be social, emotional home and school. Good life skills and adjustment is necessary for all round development of an adolescent. An adolescent having good life skills and adjustment excel in educational as well as other fields of life. A well adjusted adolescent can think in a better way if he knows about his contemporary social conditions and through the development of better life skills he can become productive citizen of nation.

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