

Relationship between Educational Adjustment and Life Skills of Adolescents

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ABSTRACT

The present study examined the connection between life skills and educational adjustment among Adolescents in the Sonipat District. The research approach employed was descriptive. The instruments used to gather data were the Educational Adjustment scale developed by Seema Rani and Dr. Basant Bahadur Singh (2008), and the life skills scale developed by Nair A.R.K. Subasree R & Ranjan Sutha (2010). The mean, SD, and independent sample t-test and Pearson Coefficient of Correlation were used to analyse the data. The findings revealed that a significant positive correlation was found between educational adjustment and self-awareness, Critical thinking, decision making and coping with stress. Life skills are crucial aspects for educational adjustment. It meets personal needs, promoted a higher quality of life, helps students deal with problems, and develops their civic engagement and life skills.

Keywords: *Educational Adjustment, Life Skills, Adolescents*

To live a happy and calm life, one must be able to adjust. It is an ongoing, lifelong process. An adjustment difficulty arises from birth and persists until death. The process of achieving a condition of equilibrium between an individual's needs and their satisfaction is known as adjustment. A person's adjustment is greatly influenced by their home and school environments. "Adjustment" means "to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent" according to the dictionary. Adjusting two things, then, is changing one or both of them so that they are consistent with one another. A person's adolescence is a time of great adjustment issues brought on by a variety of behavioural, psychological, and physical changes.

Educational Adjustment

Gaining the knowledge, abilities, attitudes, convictions, and behaviours that define a good citizen is the process of education. The way a person carries out his responsibilities in relation to his education and whether or not he achieves his objectives is referred to as his educational adjustment. In contrast, pupils who receive high exam scores feel more at ease in their learning environment. If a person does poorly on the test, he or she will struggle to adjust to the instructional setting. Individuals find it easier to acclimate to school when there is a healthy atmosphere. His adjustment is influenced by his level of satisfaction with his

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Received: April 19, 2024; Revision Received: June 15, 2024; Accepted: June 20, 2024

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classmates' behaviour, the behaviour of the professors and the institution's head, as well as with the teaching strategies, rules, schedule, and extracurricular activities.

Life Skills

The abilities you need to maximize your life are referred to as life skills. Generally speaking, life skills are linked to improving one's standard of living. They support us in realizing our potential and achieving our goals. Any ability that you find beneficial in your life is a life skill. A person's life skills are a collection of abilities acquired through technology or firsthand experience and are used to address issues and queries that arise frequently in day-to-day living. Basically, life skills are those aptitudes that support young people's mental health and maturity as they navigate the challenges of adulthood.

Life skills' dimensions include:

- Decision-making
- Problem solving
- Critical thinking
- Self-awareness
- Effective communication
- Creative thinking
- Interpersonal relationships
- empathy
- Coping with emotion
- Coping with stress

REVIEW OF RELATED LITERATURE

Pujar, L. L., Hunshal, S. C., & Bailur, K. B. (2014). Impact of intervention on life skill development among adolescent girls. This study evaluated the effects of a life skills development intervention on 120 rural teenage females from the Indian state of Karnataka who were in the Dharwad taluk. The findings show that the life skills education intervention helps the adolescent girls in rural areas take good activities and enhances their capacity for problem solving and stress management.

Agric (2014) was conducted a study on “impact of Intervention on Life skills Development Among ADOLESCENT girls”. Rapid psychological change and maturation have been sought after by this study. They take risks, figure out problems on their own, and make decisions on important matters. As such, it is a time of great potential and a turning point in one's life.

Rani, Sonu and Neeraj (2020) conducted a study entitled “A Study on Life Skill of Senior Secondary Students” and showed that, in comparison to male students, female students have better life skills in the areas of drawing conclusions, solving problems, comprehending, self-awareness, communication, social relationships, coping with emotions, coping with anxiety, and critical and creative thinking.

Thanikavivel (2016) examined “adjustment problems among school going adolescent students”. 200 teenagers (100 males and 100 females) in classes 10+1 and 10+2, ages 16 to 19, make up the sample. Their adjustment level in terms of home health, community, emotional stability, and educational attainment is measures. According to the study, male students adjusted better overall than female students.

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Rani (2017) conducted a study of adjustment problems among adolescents 200 adolescents in private and public schools (100 in each) were sampled. The data was collected using the 1968 R.K. Ojha Adjustment Inventory. Using the mean, standard deviation, and t-ratio, the collected data were evaluated. Based on the students, study schools (private and public), the results showed negligible variations in the adjustment problems of boys and girls.

Meena and Ritu (2021) in “Life skill among secondary school students” conclude that there are no appreciable gender differences among students studying personal life skills. The outcome also showed a substantial difference in overall life skills.

Dr. Sarla, Ms. Rekha, Ms. Annu (2022) in “Life skills and educational adjustment among adolescents – A study” conclude that adolescent students’ lives include both life skills and educational adjustment program. Additionally, the outcomes of the life skills and educational adjustment program may contribute to the growth of a supportive learning environment for kids in their adolescent years. Furthermore, it suggested that kids should participate in educational adjustment-based programs and acquire a variety of life skills before developing well-rounded personalities.

Need and Significance of the study

Life skill has various dimensions such as Decision-making, Problem solving, Critical thinking, Self-awareness, Effective communication, Creative thinking, Interpersonal relationships, empathy, coping with emotion and coping with stress. Coping with stress is most important for educational adjustment. Eisenbarth (2019) stated that male students use humour significantly more, whereas female students utilized significantly more emotional- and instrumental support to cope with stress. So, it is important to know about the various dimensions of life skill among adolescents. The goal of the study is to define life skills and how adolescents adjust to their schooling.

Problem Statement

‘Relationship between Educational Adjustment and Life Skills of Adolescents’.

Objectives of the study

- To find out the relationship between life skills and educational adjustment of adolescents.
- To compare life skills of adolescents on the basis of gender.
- To compare of educational adjustment adolescents on the basis of gender.

Hypotheses

- There is no significant relationship between life skills and educational adjustment of adolescents.
- There is no significant difference between life skills of adolescents on the basis of gender.
- There is no significant difference between educational adjustment of adolescents on the basis of gender.

RESEARCH METHODOLOGY

The research is descriptive in nature. Data was collected from 100 adolescents of Sonipat district using standardized tools of life skills and educational adjustment.

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Tools used for data collection

- Standardized tools were used for data collection
- Life skills scale by Nair A.R.K. Subasree R, Ranjan Sunitha.at (2010).
- Educational Adjustment Inventory Scale by Seema Rani and Dr. Basant Bahadur Singh (2008)

Statistical technique used

Both descriptive and inferential statistical techniques were used for analysis data.

Following statistical techniques were used.

- **Descriptive statistics:** Mean, standard deviation, percentage analysis etc.
- **Inferential statistics:** Independent sample t- test, Pearson coefficient of correlation.

Analysis and Interpretation

Objective 1. To find out the relationship between life skills and educational adjustment of adolescents.

To fulfil above objective following hypothesis is developed:

H01: There is no significant relationship between life skills and educational adjustment of adolescents.

Life skills are divided into 10 dimensions, so following sub-hypotheses are developed from above hypothesis:

- H01_a: There is no significant relationship between self-awareness and educational adjustment of adolescents.
- H01_b: There is no significant relationship between empathy and educational adjustment of adolescents
- H01_c: There is no significant relationship between effective communication and educational adjustment of adolescents
- H01_d: There is no significant relationship between interpersonal relationship and educational adjustment of adolescents
- H01_e: There is no significant relationship between creative thinking and educational adjustment of adolescents
- H01_f: There is no significant relationship between critical thinking and educational adjustment of adolescents
- H01_g: There is no significant relationship between decision making and educational adjustment of adolescents
- H01_h: There is no significant relationship between problem solving and educational adjustment of adolescents
- H01_i: There is no significant relationship between coping with emotion and educational adjustment of adolescents
- H01_j: There is no significant relationship between coping with stress and educational adjustment of adolescents

Table 1: Relationship between Educational Adjustment and Self-Awareness

Variables	Mean	S.D.	Correlation	P value
Educational Adjustment	79.5300	9.27847	0.221*	0.027
Self-Awareness	31.77	7.342		

*Correlation is significant at the 0.05 level (2-tailed).

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The correlation coefficient between educational adjustment and self-awareness is 0.221 which is significant at 5% level of significance. It means that these variables have low degree of positive correlation, it means if educational adjustment increases then self-awareness also increases. But our null hypothesis 'H01_a: There is no significant relationship between self-awareness and educational adjustment of adolescents' is rejected.

Table 2: Relationship between Educational Adjustment and Empathy

Variables	Mean	S.D.	Correlation Coefficient	P value
Educational Adjustment	79.5300	9.27847	0.049	0.627
Empathy	30.97	6.827		

The correlation coefficient between educational adjustment and empathy is 0.049. It means that these variables have very low degree of positive correlation, it means if educational adjustment increases then empathy also increases. But this correlation is not statistically significant. Our null hypothesis 'H01_b: There is no significant relationship between empathy and educational adjustment of adolescents' is accepted.

Table 3: Relationship between Educational Adjustment and Effective Communication

Variables	Mean	S.D.	Correlation	P value
Educational Adjustment	79.5300	9.27847	0.063	0.536
Effective communication	26.41	4.625		

The correlation coefficient between educational adjustment and effective communication is 0.063. It means that these variables have very low degree of positive correlation, it means if educational adjustment increases then effective communication also increases. But this correlation is not statistically significant. Our null hypothesis 'H01_c: There is no significant relationship between effective communication and educational adjustment of adolescents' is accepted.

Table 4: Relationship between Educational Adjustment and Interpersonal Relationship

Variables	Mean	S.D.	Correlation	P value
Educational Adjustment	79.5300	9.27847	-0.060	0.551
Interpersonal Relationship	34.20	4.233		

The correlation coefficient between educational adjustment and interpersonal relationship is -0.060. It means that these variables have very low degree of negative correlation, it means if educational adjustment decreases then interpersonal relationship increases. But this correlation is not statistically significant. Our null hypothesis 'H01_d: There is no significant relationship between interpersonal relationship and educational adjustment of adolescents' is accepted.

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Table 5: Relationship between Educational Adjustment and Creative thinking

Variables	Mean	S.D.	Correlation	P value
Educational Adjustment	79.5300	9.27847	0.190	0.058
Creative thinking	22.58	4.058		

The correlation coefficient between educational adjustment and creative thinking is 0.190. It means that these variables have low degree of positive correlation, it means if educational adjustment increases then creative thinking also increases. But this correlation is not statistically significant. Our null hypothesis 'H01_e: There is no significant relationship between creative thinking and educational adjustment of adolescents' is accepted.

Table 6: Relationship between Educational Adjustment and Critical thinking

Variables	Mean	S.D.	Correlation	P value
Educational Adjustment	79.5300	9.27847	0.257**	0.010
Critical thinking	30.80	5.344		

***. Correlation is significant at the 0.01 level (2-tailed).*

The correlation coefficient between educational adjustment and critical thinking is 0.257 which is significant at 1% level of significance. It means that these variables have moderate degree of positive correlation, it means if educational adjustment increases then critical thinking also increases. So, our null hypothesis 'H01_f: There is no significant relationship between critical thinking and educational adjustment of adolescents' is rejected.

Table 7: Relationship between Educational Adjustment and Decision making

Variables	Mean	S.D.	Correlation	P value
Educational Adjustment	79.5300	9.27847	0.216*	0.031
Decision making	32.41	5.203		

**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation coefficient between educational adjustment and decision making is 0.216 which is significant at 5% level of significance. It means that these variables have low degree of positive correlation, it means if educational adjustment increases then decision making also increases. So, our null hypothesis 'H01_g: There is no significant relationship between decision making and educational adjustment of adolescents' is rejected.

Table 8: Relationship between Educational Adjustment and problem solving

Variable	Mean	S.D.	Correlation	P value
Educational Adjustment	79.5300	9.27847	-0.128	0.204
Problem solving	26.43	4.729		

The correlation coefficient between educational adjustment and problem solving is -0.128. It means that these variables have low degree of negative correlation, it means if educational adjustment decreases then problem solving ability increases. But this correlation is not statistically significant. Our null hypothesis 'H01_h: There is no significant relationship between problem solving and educational adjustment of adolescents' is accepted.

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Table 9: Relationship between Educational Adjustment and coping with emotion

Variables	Mean	S.D.	Correlation	P value
Educational Adjustment	79.5300	9.27847	0.196	0.052
Coping with Emotion	27.84	4.918		

The correlation coefficient between educational adjustment and problem solving is 0.196. It means that these variables have low degree of positive correlation, it means if educational adjustment increases then problem solving also increases. But this correlation is not statistically significant. Our null hypothesis 'H0_{1i}: There is no significant relationship between coping with emotion and educational adjustment of adolescents' is accepted.

Table 10: Relationship between Educational Adjustment and Coping with Stress

Variables	Mean	S.D.	Correlation	P value
Educational Adjustment	79.5300	9.27847	0.318**	0.001
Coping with Stress	27.26	5.593		

***. Correlation is significant at the 0.01 level (2-tailed).*

The correlation coefficient between educational adjustment and critical thinking is 0.318 which is significant at 1% level of significance. It means that these variables have moderate degree of positive correlation, it means if educational adjustment increases then critical thinking also increases. So, our null hypothesis 'H0_{1j}: There is no significant relationship between coping with stress and educational adjustment of adolescents' is rejected.

Objective 2. To compare life skills of adolescents on the basis of gender.

To fulfil above objective following hypothesis is developed:

H0₂: There is no significant difference between life skills of adolescents on the basis of gender.

Life skills are divided into 10 dimensions, so following sub-hypotheses are developed from above hypothesis:

- H0_{2a}: There is no significant difference between self-awareness and educational adjustment of adolescents on the basis of gender.
- H0_{2b}: There is no significant difference between empathy and educational adjustment of adolescents on the basis of gender.
- H0_{2c}: There is no significant difference between effective communication and educational adjustment of adolescents on the basis of gender.
- H0_{2d}: There is no significant difference between interpersonal relationship and educational adjustment of adolescents on the basis of gender.
- H0_{2e}: There is no significant difference between creative thinking and educational adjustment of adolescents on the basis of gender.
- H0_{2f}: There is no significant difference between critical thinking and educational adjustment of adolescents on the basis of gender.
- H0_{2g}: There is no significant difference between decision making and educational adjustment of adolescents on the basis of gender.
- H0_{2h}: There is no significant difference between problem solving and educational adjustment of adolescents on the basis of gender.

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- H02_i: There is no significant difference between coping with emotion and educational adjustment of adolescents on the basis of gender.
- H02_j: There is no significant difference between coping with stress and educational adjustment of adolescents on the basis of gender.

Table 11: Comparison of life skills of adolescents on the basis of gender.

Variables	Gender	N	Mean	Std. Deviation	't' Value	P Value	Significant/ Not Significant
Self-Awareness	Male	48	31.1042	5.06233	0.980	0.329	Not Significant
	Female	52	29.9423	6.61672			
Empathy	Male	48	29.2083	5.29134	-2.547	0.012	Significant
	Female	52	32.5962	7.68564			
Effective Communication	Male	48	26.7083	4.79343	0.618	0.538	Not significant
	Female	52	26.1346	4.49413			
Interpersonal Relationship	Male	48	34.1875	4.22080	-0.028	0.978	Not significant
	Female	52	34.2115	4.28557			
Creative Thinking	Male	48	22.3542	4.25010	-0.533	0.595	Not significant
	Female	52	22.7885	3.90242			
Critical Thinking	Male	48	30.5000	4.76244	-0.537	0.592	Not significant
	Female	52	31.0769	5.86397			
Decision-making	Male	48	31.2917	4.76672	-2.100	0.038	Significant
	Female	52	33.4423	5.41752			
Problem-solving	Male	48	25.5625	4.38035	-1.781	0.078	Not significant
	Female	52	27.2308	4.93731			
Coping with emotion	Male	48	28.4375	4.43826	1.169	0.245	Not significant
	Female	52	27.2885	5.30755			
Coping with Stress	Male	48	25.6042	4.39893	-2.953	0.004	Significant
	Female	52	28.7885	6.15912			

It is evident from the table11 that there is no significant difference in self-awareness having $t(99)=0.980$, $p=0.329$; Effective Communication having $t(99)= 0.618$, $p=0.538$.; Interpersonal Relationship having $t(99)= -0.028$, $p=0.978$; Creative Thinking having $t(99)=-0.533$, $p=0.595$; Critical Thinking having $t(99)=-0.537$, $p=0.592$; Problem-solving having $t(99)=-1.781$, $p=0.110$; Coping with emotion having $t(99)=1.169$, $p=0.245$; among male and female adolescence. So, Hypotheses H02_a, H02_c, H02_d, H02_e, H02_f, H02_h, H02_i are accepted and it can be concluded that both male and female adolescence are equal in these dimensions of life skill.

But, there is a significant difference in empathy among male (mean=29.2083, S. D=5.29134) and female adolescence (mean=32.5962, S. D=7.68564), conditions; $t(99)= -2.547$, $p=0.012$ so hypothesis H02_b is rejected and can be concluded that female adolescence have more empathy.

There is a significant difference in decision making among male (mean=31.2917, S. D=4.76672) and female adolescence (mean=33.4423, S. D=5.41752), conditions; $t(99)= -2.100$, $p=0.038$ so hypothesis H02_g is rejected and can be concluded that female adolescence have more ability to in decision making.

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There is a significant difference in coping with stress among male (mean=25.6042, S. D=4.39893) and female adolescence (mean=28.7885, S. D=6.15912), conditions; $t(99) = -2.953$, $p=0.004$ so hypothesis H0_{2j} is rejected and can be concluded that female adolescence have more ability to cope with stress.

Objective 3. To compare of educational adjustment adolescents on the basis of gender.

To fulfil above objective following hypothesis is developed:

H0₃: There is no significant difference between educational adjustment of adolescents on the basis of gender.

Table 12: Comparison of Educational Adjustment of adolescents on the basis of gender.

Variables	Gender	N	Mean	Std. Deviation	't' Value	P Value	Significant/ Not Significant
Educational Adjustment	Male	48	80.145	8.46768	0.636	.526	Not Significant
	Female	52	78.961	10.01756			

It is evident from the table12 that there is no significant difference in educational adjustment having $t(99)=0.636$, $p=0.526$ among male and female adolescence. So, Hypotheses H0₃ is accepted and it can be concluded that both male and female adolescence are equal in educational adjustment.

CONCLUSION

The present study analysed the relationship between various dimensions of life skills and educational adjustment. A significant positive correlation was found between educational adjustment and self-awareness, Critical thinking, decision making and coping with stress. When comparison of life skill was done on the basis of gender then it was found that female adolescents have more empathy, decision making and coping with stress.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

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Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Jyoti & Neha (2024). Relationship between Educational Adjustment and Life Skills of Adolescents. *International Journal of Indian Psychology*, 12(2), 3501-3510. DIP:18.01.308.20241202, DOI:10.25215/1202.308