

Comparison Study

Exploring Educational Adjustment and Life Skills Development in Senior Secondary School Students: A Comparison Study

Dr. Rajkumari^{1*}, Jyoti Malik²

ABSTRACT

Your research explores the correlation between educational adjustment and life skills development among senior secondary school students. By examining this relationship, you aim to understand how students adapt to academic challenges and develop essential life skills during their secondary education. The study compares these aspects between boys and girls students in Sonipat, with a sample size of 100. Through descriptive statistics analysis, including mean, standard deviation, and t-tests, you investigated the differences between boys and girls in both educational adjustment and life skills. Interestingly, your findings suggest that there is no significant difference between boys and girls regarding educational adjustment or life skills. However, the mean scores for educational adjustment and life skills differed, with boys scoring 57.2 and girls scoring 190.40, respectively. Furthermore, the t-value of 7.09, significant at the 0.01 level, indicates that there is indeed a significant difference between boys and girls in terms of overall educational adjustment and life skills. As a result, you rejected the null hypothesis, suggesting that there is a difference between boys and girls in senior secondary school students' educational adjustment and life skills. Your research also concludes that life skills have a notable influence on the educational adjustment of senior secondary school students. This suggests that developing life skills can positively impact students' ability to adapt to academic challenges. Overall, your study contributes valuable insights into the complex dynamics of educational adjustment and life skills development among senior secondary school students.

Keywords: *Educational Adjustment, Life Skill, Senior Secondary*

In the dynamic landscape of secondary education, the adaptive capabilities and life skills development of senior secondary school students stand as critical elements influencing their academic success and personal growth. The transitional phase from adolescence to young adulthood is marked by unique challenges and opportunities, demanding an in-depth exploration of the factors shaping students' educational journey. This research embarks on a quest to unravel the intricate interplay between educational adjustment and the cultivation of life skills in senior secondary school students. The significance of this study lies in its potential to inform educational practices, contribute to policy development, and enhance our understanding of the holistic development of individuals during this crucial phase. As we

¹Assistant Professor, Department of Education, Bhagat Phool Singh Mahila Vishwavidyalaya

²M.Ed. Student, Department of Education, Bhagat Phool Singh Mahila Vishwavidyalaya

*Corresponding Author

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navigate through this exploration, the research seeks to address key questions regarding how students adapt to academic challenges, navigate social dynamics within the educational environment, and develop essential life skills. The insights garnered are expected to not only augment the academic discourse surrounding secondary education but also offer practical implications for educators, administrators, and policymakers striving to create an enriching and supportive environment for the holistic development of senior secondary school students. By identifying gaps in existing literature and employing a comprehensive research design, this study aspires to shed light on hitherto unexplored dimensions of educational adjustment and life skills development. The ensuing findings hold the potential to guide interventions that foster resilience, enhance social well-being, and equip students with the practical skills necessary for a successful transition to adulthood.

The significance of this study extends to both academic institutions and the broader domain of student development, offering valuable insights and potential benefits:

- 1. Informed Educational Practices:** By understanding the factors influencing educational adjustment, institutions can tailor teaching methods and support mechanisms to cater to the diverse needs of senior secondary school students. Insights from the study may guide educators in implementing adaptive strategies to enhance the learning experience, leading to improved academic outcomes.
- 2. Holistic Student Development:** Recognizing the intricate link between academic adjustment and life skills, institutions can foster a holistic approach to student development. The study provides a foundation for implementing programs that aim not only to cultivate academic excellence but also to nurture essential life skills crucial for personal and professional success.
- 3. Enhanced Support Systems:** can utilize the findings to strengthen support systems, fostering a positive social environment that promotes emotional well-being among students. Insights into effective support structures can contribute to the creation of a nurturing atmosphere, enhancing students' overall satisfaction with their educational experience.
- 4. Tailored Interventions for Student Success:** The research outcomes offer a roadmap for targeted interventions, enabling academic institutions to identify at-risk students early and implement personalized strategies to support their educational journey. By addressing specific challenges identified in the study, institutions can contribute to reducing dropout rates and increasing student retention.
- 5. Policy Implications:** policymaker can utilize the study's findings to inform education policies that prioritize comprehensive student development. Evidence-based recommendations may contribute to the formulation of policies aimed at creating a conducive environment that facilitates both academic achievement and the acquisition of vital life skills.

In essence, the study serves as a catalyst for positive change, offering practical applications for academic institutions to enhance their educational delivery and contribute to the holistic development of senior secondary school students. It aligns with the broader goal of nurturing well-rounded individuals equipped to navigate the challenges of higher education and beyond.

LITERATURE REVIEW

According to **Yadav. P and Iqbal. N** (2009), "Impact of life skills training on self-esteem among adolescents". Total sample comprised of 60 students. Data was analysed by using

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mean, SD and T-test. The result showed that subject improved significantly in post conditions on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy.

Dr. Rajkumari (2022) conducted a study to compare the learning styles and mental health of graduate students on the basis of streams (Arts and Science). The findings of the study revealed that the science graduate students had better learning style and mental health in comparison to arts graduate students.

Monika, Rajkumari & Nitika (2023) carried out a study to focus on the self - confidence and educational adjustment of secondary school students in Haryana. The findings of the study revealed that male students are more confident in comparison to female students. Also, the government school students have low educational adjustment in comparison to private school students.

According to **Paghale. Z, Paghale. S, M. Jadidi Feighan, M. Nazary (2014)**, “The effect of life skills training on social adjustment and academic performance of adolescent female students”. Data was analysed by using mean, SD and T-test. The result showed that life skills training is effective on social adjustment and academic performance of adolescent.

Rekha. M, Annu. M (2022), “life skills and educational adjustment among adolescents”. Data was analysed by using mean, SD and T-test. The findings of the research are that there is no significant difference between boys and girls, Govt. & Private and Rural & Urban students.

Similarly, the study conducted by **Saravana. S, Tamizharasi. K (2024)**, “Pilot study on assess the effectiveness of life skill training program on adjustment among adolescents”. Data was analysed by using mean, SD and T-test. The result showed that the evident that the life skill training program was effective in improving social adjustment.

“A study of self-Esteem of secondary school students in relation of educational adjustment” conducted by **Devi. S and Kusum** the sample was selected 100 senior secondary school students of 11th and 12th class boys and girls of govt. and private school of Safidon Tehsil. Data analyses by using Mean, SD and T-Test, r value. And the result show that depicted that moderate significant correlation was found between govt. and private school students and boys and girl’s students.

Justification of study

It sounds like the researcher is conducting a comprehensive study to understand various aspects of students' educational experiences and outcomes. The research aims to explore what factors contribute to students' success in school and what obstacles they may encounter. By gaining insights into these areas, educators can improve their teaching methods, and students can enhance their learning processes. The research recognizes that education is not solely about academic knowledge but also about developing crucial skills such as problem-solving, teamwork, and communication. These skills are essential for success not only in academic settings but also in college, careers, and life in general. Furthermore, the study seeks to examine how school environments impact students' mental health and overall well-being. Schools play a significant role in shaping students' self-esteem, resilience, and ability to cope with challenges. Additionally, the research aims to

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assess whether students are acquiring the skills demanded by employers, beyond just academic achievements. This emphasis on employability skills highlights the importance of preparing students for the workforce and ensuring they are competitive in the job market. Moreover, the study aims to address disparities in educational outcomes by investigating how factors such as socioeconomic background and identity may affect students' experiences in school. Ensuring all students have equal opportunities to succeed is crucial for fostering a fair and inclusive education system. Overall, the research aims to provide valuable insights that can inform policymakers, educators, and school administrators in making informed decisions to support students' success, well-being, and readiness for the future.

Statement of the problem: "Exploring Educational Adjustment and Life Skills Development in Senior Secondary School Students: A Comparison Study"

Objectives of the study

- To find out the difference between boys and girls of senior secondary school students on their educational adjustment.
- To find out the difference between boys and girls of senior secondary school students on their life skills.
- To find out the difference between life skills and educational adjustment of senior secondary school students.

The hypothesis of the study

- There is no significance difference between the educational adjustment of boys and girls of senior secondary school students.
- There is no significance difference between the life skill of boys and girls of senior secondary school students.
- There is no significance difference between educational adjustment and life skill of senior secondary school students.

METHODOLOGY OF THE STUDY

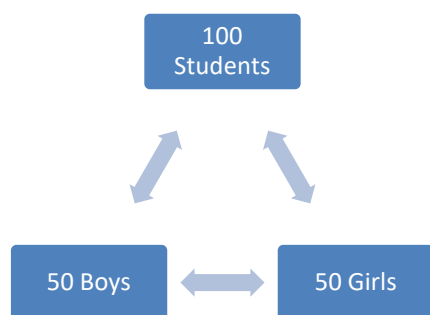
The age group of 15 to 18 students are included in this study and completed a questionnaire that included questions about educational adjustment and life skills. Let's talk about the educational adjustment inventory have 60 items and the scoring of the items of educational adjustment done according to the types of items for marked always giving score of 2, 1, 0 for always, sometimes, and never respectively and marked never items were scored as 0, 1 and 2 respectively.

Now, let's talk about life skills in which we also consider the age group of 15 to 18 students. In this scale has 64 positive and 36 negative statements. In the positive statements scoring is always true of me-5, very true of me-4, not at all true of me-1. Same in the negative statement's points are given in the sequence of always true of me-1, very true of me-2, sometimes true of me-3. Occasionally true of me-4, not at all true of me-5.

Sample of study

The sample consisted of 100 students, ages 15-18, who were enrolled in senior secondary schools in Sonipat.

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Tools of the study:

- Educational adjustment scale developed by Prof. A.K.P. Sinha (Patna) and Prof. R.P. Singh (Patna).
- Life skill scale developed by Nair A.R.K. Subasree R, Ranjan Sunitha.

Statistical techniques used

The data were analysed using descriptive statistics. The data were analysed using the following statistical techniques:

- Mean
- Standard Deviation
- T-Test

Variables in the study

There are two variables: Dependent and Independent

- Dependent variable is life skill
- Independent variable is Educational Adjustment

RESULTS AND DISCUSSION

Objective

Table-1 Difference between boys and girls of secondary school students on their Educational Adjustment.

Gender	Mean	SD	T-test	Level of significance	Remark
Boys (50)	57.23	8.39	0.767	0.05	No significance
Girls (50)	57.48	8.83			

Discussion: The result showed the mean score of Educational Adjustment of boys and girls is 57.23 and 57.48 respectively. The T-value is 0.767 and is significant at 0.05 level. Therefore, the null hypothesis “There is no significant difference between boys and girls of senior secondary school students” is accepted.

Table-2 Difference between boys and girls of senior secondary school students on Life Skill

Gender	Mean	SD	T-test	Level of significance	Remark
Boys	322.84	14.25	0.606	0.05	No significance
Girls	324.32	12.67			

Discussion: The result showed the mean score of Life Skill of boys and girls is 322.84 and 324.32 respectively. The T-value is 0.606 and is significant at 0.05 level. Therefore, the null

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hypothesis “There is no significant difference between boys and girls of senior secondary school students” is accepted.

Table-3 Difference between boys and girls of senior secondary school students on Educational Adjustment and Life Skill

Gender	Mean	SD	T-test	Level of significance	Remark
Boys	57.2	8.39	7.09	0.01	Significance
Girls	190.40	134.01			

Discussion: The result showed the mean score of Educational Adjustment and Life Skill of boys and girls is 57.2 and 190.40 respectively. The T-value is 7.09 and is significant at 0.01 level. Therefore, the null hypothesis “There is significant difference between boys and girls of senior secondary school students” is rejected.

Delimitations:

- This study will be delimited to following aspects.
- The study will be restricted to only one districts i.e. Sonipat included 50 boys and 50 girls.
- The study will be restricted to senior secondary school students those age will between 15-18.
- Educational adjustment will be independent and Life skills will be taken as dependent variable.

CONCLUSION

Your recommendation emphasizes the crucial role of educators in promoting positive life skills and supporting educational adjustment among senior secondary school students. By integrating life skills education into the curriculum and creating a supportive learning environment, educators can empower students to succeed both academically and personally. Encouraging student autonomy is an important aspect of this recommendation, as it allows students to take ownership of their learning and development. Providing educational adjustment support, such as tutoring, counseling, and academic resources, can help students overcome challenges and adapt to the demands of their education.

Moreover, fostering life skills, such as problem-solving, critical thinking, communication, and resilience, equips students with the tools they need to navigate various aspects of their lives successfully. These skills are essential not only for academic achievement but also for future success in college, careers, and personal endeavors.

By implementing targeted interventions and creating a supportive environment, educators can ensure that all students have the opportunity to thrive and reach their full potential. This holistic approach to education recognizes the importance of addressing students' social, emotional, and academic needs to support their overall development and well-being.

Overall, your recommendation highlights the importance of integrating life skills education into the curriculum and providing support for educational adjustment to empower students and prepare them for future success. It underscores the vital role of educators in shaping students' holistic development and fostering a positive learning environment.

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Conflict of Interest

The author(s) declared no conflict of interest.

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