

Research Paper

## A Study of the Life Skill of Higher Secondary School Student in Relation to Self-Concept

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### ABSTRACT

The present study was undertaken to examine the skills in relation to Self-Concept of Higher Secondary Student of Kanya Gurukul Senior Secondary School. 200 students were taken in this study. 100 students were 11th class and 100 students were from 12th class. The data is collected through the Self-Concept rating scale by R.K Saraswati (New Delhi) (2010) and Life Skill rating by Nair A.R.K. Subasree R. Rajan Sunitha (2010). The study found that there is low positive correlation between self-concept and life skills of KGSSS, Khanpur Kalan, Sonipat. Further it can be inferred that higher the life skill among the students higher the self-concept will be.

**Keywords:** *Life-Skill, Self-Concept, Higher Senior Secondary School*

**L**ife Skill is that positive or determined Behavior with the help of which we are able to face or overcome the challenge and difficulties that come in our daily life. All this is called life skill. Life Skill are practical abilities that help meet the challenges and demands of life. They are the skills we need to navigate and succeed in everyday life. Life skills refer to a set of abilities and competencies that enable individual to effectively navigate the challenges and responsibilities. These skills encompass various domains including personal, social, cognitive aspects are essential for personal development, social interactions and success in both personal and professional endeavors. With the help of life skill, we can easily face the difficulties and challenges that come in over life. Life skills help us to live a positive successful and satisfied life. These skills give you the strength to move forward with composure, dedication, stability and resolution no matter what are the circumstances.

**Definition of Life Skill – According to WHO (1997)** – Imparting knowledge or core essential life skills enable the adolescents to adapt to the complexities of the adolescence stage in an acceptable and easy manner.

**Joseph in (2000)** mentioned that “life skills are skills, strengths and capabilities that help individuals to face problems of their daily life with a favorable attitude and go about with there daily life tasks protectively.

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### *Types of Life Skills*

- 1. Communication Skills-** Communication skills refer to the ability to effectively convey and exchange information with others. It includes listening, speaking, writing, and non-verbal communication. Good communication skills are important for building relationships and achieving success in various aspects of life.
- 2. Critical Thinking-** Critical thinking is the ability to analyze and evaluate information objectively and independently. It involves questioning assumptions, considering different perspectives, and making reasoned judgments. It helps in problem-solving, decision-making, and understanding complex issues. Developing critical thinking skills can enhance your ability to think logically and make informed choices.
- 3. Interpersonal Skills-** Interpersonal skills are the abilities that allow us to interact and communicate effectively with others. They include skills such as active listening, empathy, collaboration, and conflict resolution. Having strong interpersonal skills can help in building and maintaining positive relationships, both personally and professionally. It's all about connecting with others and understanding their emotions and perspectives.
- 4. Problems Solving Skills-** Problem solving is the process of finding solutions to challenges or obstacles. It involves analyzing the situation, identifying possible solutions, and selecting the best course of action. It's an important skill in both personal and professional settings. When faced with a problem, it's helpful to break it down, think creatively, and consider different perspectives to find the most effective solution. Remember, there's always a solution waiting to be discovered!

### *Needs of Life Skills*

- Life skills help us effectively communicate with others.
- They enable us to solve problems and make informed decisions.
- Life skills promote critical thinking and creativity.
- They enhance our ability to manage stress and emotions.
- Life skills contribute to building and maintaining positive relationships.
- They empower us to adapt to new situations and challenges.
- Life skills are essential for personal and professional success.
- They promote self-confidence and self-awareness.
- Life skills help us navigate through everyday tasks and responsibilities.
- They contribute to overall well-being and a fulfilling life.

### *Dimensions of Life Skills*

- 1. Personal Skills:** These include self-awareness, self-management, and self-motivation. They involve understanding one's emotions, setting goals, and taking responsibility for one's actions.
- 2. Interpersonal Skills:** These involve effective communication, active listening, empathy, and collaboration. Interpersonal skills help in building and maintaining positive relationships with others.
- 3. Critical Thinking Skills:** These skills involve analyzing information, problem-solving, and making informed decisions. Critical thinking skills enable us to evaluate situations objectively and think creatively.
- 4. Creative Skills:** These skills involve thinking outside the box, generating new ideas, and approaching challenges with innovation. Creative skills help in finding unique solutions and embracing new perspectives.

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5. **Emotional Intelligence:** This dimension focuses on understanding and managing emotions, both in oneself and in others. Emotional intelligence involves empathy, self-regulation, and social awareness.
6. **Resilience and Adaptability:** These skills involve the ability to bounce back from setbacks, adapt to change, and embrace challenges. Resilience and adaptability help in navigating through life's ups and downs.
7. **Cultural Competence:** This dimension involves understanding and appreciating different cultures, beliefs, and perspectives. Cultural competence promotes respect, inclusivity, and effective communication across diverse backgrounds.

These dimensions of life skills collectively contribute to personal growth, success, and well-being in various aspects of life.

**Self-Concept** refers to the collection of beliefs and perceptions that individuals have about themselves, including their characteristics, abilities, values and roles in society. It encompasses both conscious and unconscious thoughts about one's identity and place in the world. It is not static but rather dynamic, evolving over time as we learn, grow and adapt to new situations. Self-concept is a fundamental aspect of human psychology, shaping our sense of identity and influencing many aspects of our lives.

**Self-concept in education-** Self-Concept refers to how students perceive themselves in various aspects, including their academic abilities, social skills and overall competence. It plays a crucial role in shaping students' motivation, behavior and academic achievement. Educators often aim to foster positive self-concept in students through supportive environments, encouraging feedback and opportunities for success. A strong self-concept can lead to increased confidence, resilience and engagement in learning.

### **REVIEW OF THE LITERATURE**

Review of the literature was done for both the variables. The researcher found that in India there is less experimental research in this field of self-concept therefore the investigator felt that there was a need to study the effect of life skills on self-concept of higher secondary school students. The researchers decided to design the research to explore the effect of life skills on self-concept of higher secondary school students.

#### ***Statement of the problem***

“A Study of the Life Skill of Higher Secondary School Student in relation to Self-Concept”.

#### ***Objectives of the study***

1. To analyze the Life Skills of 11<sup>th</sup> Class and 12<sup>th</sup> Students of Kanya Gurukul Senior Secondary School, Khanpur Kalan, Sonapat.
2. To analyze the Self-concept of 11<sup>th</sup> Class and 12<sup>th</sup> class Students of Kanya Gurukul Senior Secondary School, Khanpur Kalan, Sonapat.
3. To find out the relationship between Life Skills and Self-Concept of Higher Secondary School.

#### ***Hypothesis***

1. There is no significant difference in Self-Concept of 11<sup>th</sup> and 12<sup>th</sup> class student of Kanya Gurukul Senior Secondary School, Khanpur Kalan, Sonapat.
2. There is no significant difference in Life Skills of 11<sup>th</sup> and 12<sup>th</sup> class student of Kanya Gurukul Senior Secondary School, Khanpur Kalan, Sonapat.

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3. There is no significance relationship between Self-Concept and Life Skills of higher secondary school students.

### RESEARCH METHODOLOGY

Descriptive survey method was used in the present study.

#### Population

All girls of science stream and Commerce stream of 11<sup>th</sup> class of Kanya Gurukul Senior Secondary School students of Sonipat District comprised the target population for the present study.

#### Sample

200 Higher School Students of 11<sup>th</sup> and 12<sup>th</sup> class of Kanya Gurukul Senior Secondary School, Khanpur Kalan, Sonipat of BPSMV Khanpur Kalan, Sonipat were selected for the sample of this study on the basis of random sampling method.

#### Tool Used

- Self-Concept rating by R.K. Saraswat (New Delhi) (2010)
- Life Skill rating by Nair A. R. K. Subasree R, Ranjan Sunitha (2010)

#### Statistical Techniques Used

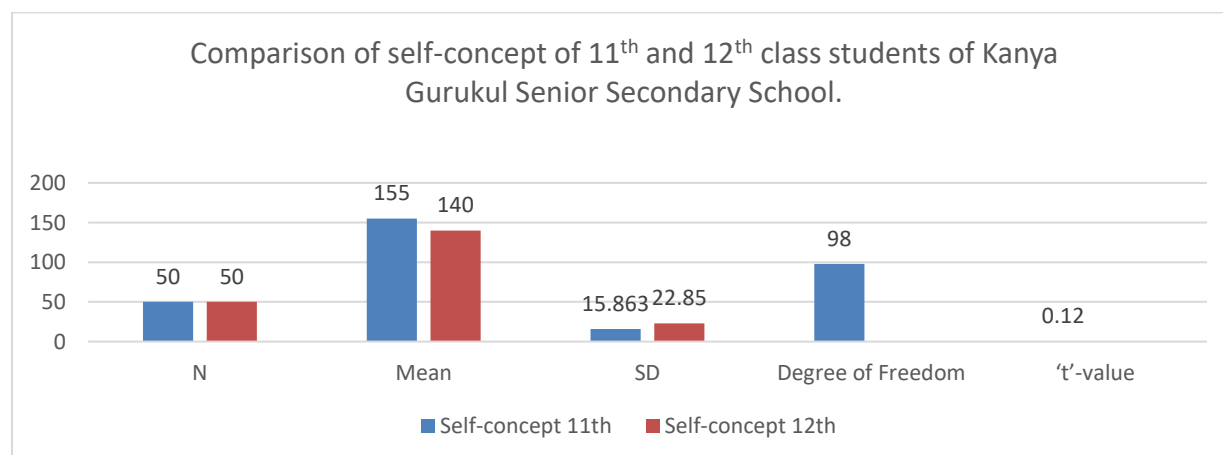
- Mean
- SD
- 't' Test and correlation were used to analyze the data.

### RESULT AND DISCUSSION

- **Objective 1:** To analyze the self-concept of 11<sup>th</sup> Class and 12<sup>th</sup> class Students of Kanya Gurukul Senior Secondary School.
- **Hypothesis 1:** There is no significance difference in Self-Concept of 11<sup>th</sup> and 12<sup>th</sup> class students of Kanya Gurukul Senior Secondary School.

*Table- 1 Comparison of self-concept of 11<sup>th</sup> and 12<sup>th</sup> class students of Kanya Gurukul Senior Secondary School.*

| Self-concept | Class            | N  | Mean | SD     | Degree of Freedom | 't'-value |
|--------------|------------------|----|------|--------|-------------------|-----------|
|              | 11 <sup>th</sup> | 50 | 155  | 15.863 | 98                | 0.120     |
|              | 12 <sup>th</sup> | 50 | 140  | 22.850 |                   |           |



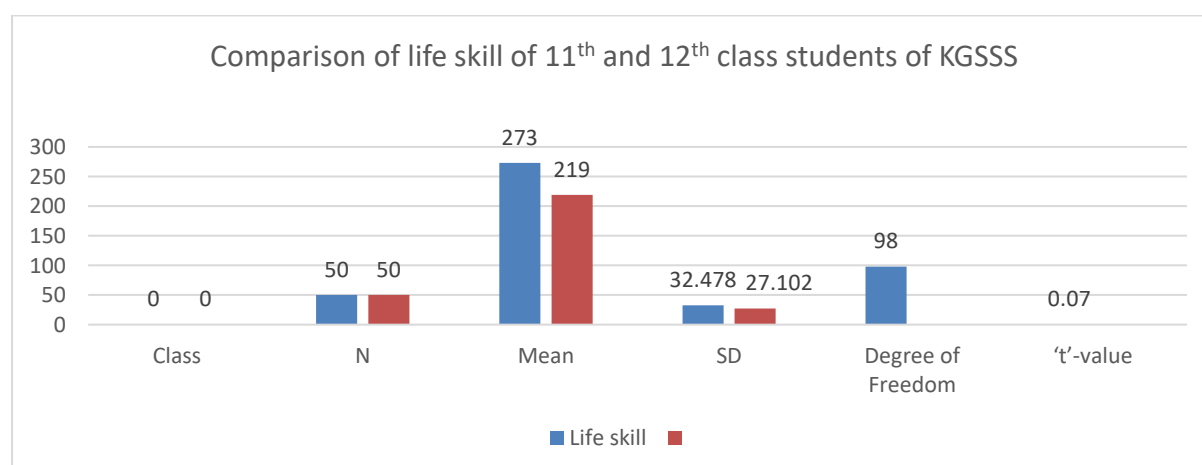
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**Interpretation:** It can be seen from table 1, it is clear that the mean score of self-concept of 11<sup>th</sup> class is 155 and 12<sup>th</sup> class is 140. The SD of 11<sup>th</sup> and 12<sup>th</sup> of Kanya Gurukul Senior Secondary School comes out to be 15.863 and 22.850 respectively. ‘t’ value is 0.120 which is less than table value 1.98 at 0.05 of significance. So, the hypothesis “There is no significance difference in Self-Concept of 11<sup>th</sup> and 12<sup>th</sup> class students of Kanya Gurukul Senior Secondary School” is accepted and it can be concluded that both 11<sup>th</sup> and 12<sup>th</sup> class students have same level of self-concept.

- **Objective 2:** To analyze the life-skill of 11<sup>th</sup> Class and 12<sup>th</sup> class Students of Kanya Gurukul Senior Secondary School.
- **Hypothesis 2:** There is no significance difference in Life Skills of 11<sup>th</sup> and 12<sup>th</sup> class student of Kanya Gurukul Senior Secondary School.

**Table- 2 Comparison of life skill of 11<sup>th</sup> and 12<sup>th</sup> class students of Kanya Gurukul Senior Secondary School.**

| Life skill       | Class            | N   | Mean   | SD     | Degree of Freedom | ‘t’-value |
|------------------|------------------|-----|--------|--------|-------------------|-----------|
|                  | 11 <sup>th</sup> | 50  | 273    | 32.478 |                   |           |
| 12 <sup>th</sup> | 50               | 219 | 27.102 |        |                   |           |



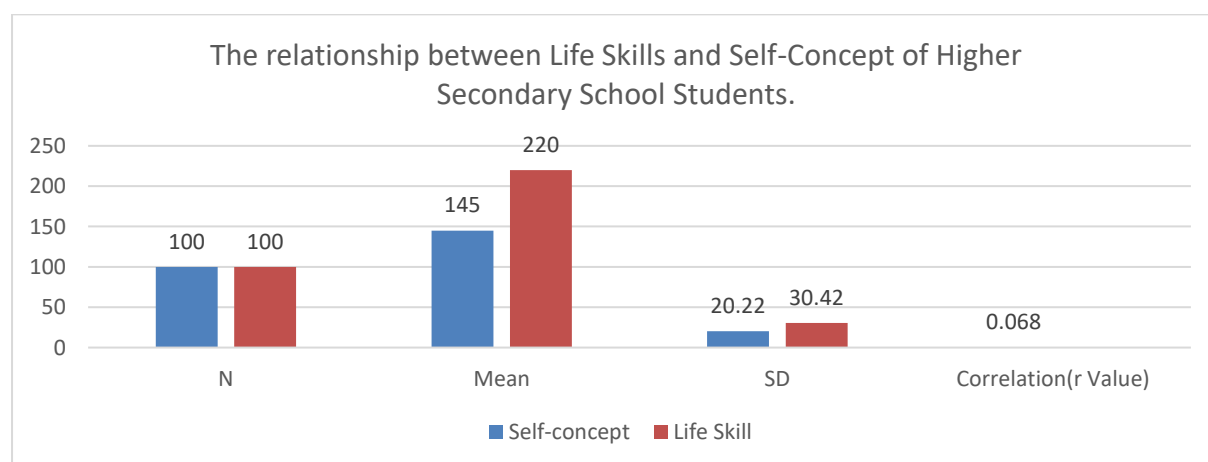
**Interpretation:** It can be seen from the table 2, it is clear that the mean score of life skill of 11<sup>th</sup> is 273 while the mean of 12<sup>th</sup> class is 219. The SD of 11<sup>th</sup> and 12<sup>th</sup> class students of KGSSS 32.478 and 27.102 respectively. ‘t’ value is 0.070 which is less than table value 1.98 at 0.05 significance. So, the hypothesis “There is no significance difference in Life Skills of 11<sup>th</sup> and 12<sup>th</sup> class student of Kanya Gurukul Senior Secondary School” is accepted. It can be concluded that both 11<sup>th</sup> and 12<sup>th</sup> class students have same life skill.

- **Objective 3:** To find out the relationship between Life Skills and Self-Concept of Higher Secondary school students.
- **Hypothesis 3:** There is no significance relationship between Self-Concept and Life Skills higher school students.

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**Table-3** The relationship between Life Skills and Self-Concept of Higher Secondary School Students.

| Variable     | N   | Mean | SD    | Correlation('r' Value) |
|--------------|-----|------|-------|------------------------|
| Self-concept | 100 | 145  | 20.22 | 0.068                  |
| Life Skill   | 100 | 220  | 30.42 |                        |



**Interpretation:** It can be seen from the table one that the 'r' value of self-concept with life skill is 0.068. So, it can be interpreted that there is low positive correlation between self-concept and life skill among Kanya Gurukul Senior Secondary School students of Sonipat district as both the variable are significantly related to each other. So the null hypothesis "There is no significance relationship between Self-Concept and Life Skills of 11th class of Kanya Gurukul Senior Secondary School" is rejected. Further it can be inferred that higher the life skills higher the self-concept will be.

### CONCLUSION

The result of this study indicated that there is low positive correlation between self-concept and life skill of Kanya Gurukul Senior Secondary School, Khanpur Kalan, Sonipat. On the result of this study, it can be concluded that proper care should be taken while modify the self-concept as higher self-concept lead to higher the life skills.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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