The present study aimed to study the Adjustment, Academic Anxiety and Self-Confidence of senior secondary school students in relation to their Life Skills. In the light of interpretation of the results of the present investigation, the following are the main findings:

5.1 MAIN FINDINGS OF THE STUDY

5.1.1 Findings with regard to overview of the Adjustment, Self-Confidence, Academic Anxiety and Life Skills of senior secondary school students

It was found that out of total 500 students of senior secondary schools, 60 students i.e. (12%) who scored less than 38 have low level of Adjustment, 350 students i.e. (70%) who scored between 38 and 65 have average level of Adjustment, and 90 students i.e. (18%) who scored more than 65 have high level of Adjustment.

It was found that out of total 500 students of senior secondary schools, 74 students i.e. (14.8%) who scored less than 12 have low level of Self-Confidence, 406 students i.e. (81.2%) who scored between 12 and 40 have average level of Self-Confidence and 20 students i.e. (4%) who scored more than 40 have high level of Self-Confidence.

It was found that out of total 500 students of senior secondary schools, 45 students i.e. (9%) who scored less than 7 have low level of Academic Anxiety, 393 students i.e. (78.6%) who scored between 7 and 13 have average level of Academic Anxiety, 62 students i.e. (12.4%) who scored more than 13 have high level of Academic Anxiety.

It was found that out of total 500 students of senior secondary schools, 60 students i.e. (12%) who scored less than 318 have low level of Life Skills, 365
students i.e. (73%) who scored between 318 and 423 have average level of Life Skills, 75 students i.e. (15%) who scored more than 423 have high level of Life Skills.

5.1.2 Findings with regard to relationship between Life Skills and Adjustment, Life Skills and Self-Confidence, Life Skills and Academic Anxiety of senior secondary school students

It was found that the coefficient of correlation between Life Skills and Adjustment is 0.219. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01 (0.088 and 0.115 respectively). Hence there exists positive and significant relationship between Life Skills and Adjustment of senior secondary school students.

Coefficient of correlation between Life Skills and Self-Confidence is 0.120. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01 (0.088 and 0.115 respectively). Hence there exists positive and significant relationship between Life Skills and Self-Confidence of senior secondary school students. It can be interpreted that the Life Skills is positively and significantly related to Self-Confidence in senior secondary school students.

Coefficient of correlation between Life Skills and Academic Anxiety is -0.099. The calculated value of correlation is more than the tabular value at 0.05 level of significance (0.088). Hence there exists negative and significant relationship between Life Skills and Academic Anxiety of senior secondary school students. Students having better Life Skills will have less Academic Anxiety.

5.1.3 Findings with regard to relationship between Life Skills (various dimensions) and Home Adjustment of senior secondary school students

It was found that the calculated values of coefficient of correlation between Home adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking, Critical Thinking are 0.089, 0.114, 0.088, 0.143, 0.099, 0.095, 0.122, 0.113, 0.115, 0.089 respectively which is more than tabulated
value. Hence there exists positive and significant relationship between Life Skills (various dimensions) and Home Adjustment of senior secondary school students.

Coefficient of correlation between total Life Skills and Home Adjustment is 0.130. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01 (0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Home Adjustment of senior secondary school students.

5.1.4 Findings with regard to relationship between Life Skills (various dimensions) and Health Adjustment of senior secondary school students

It was found that the calculated values of coefficient of correlation between Health adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking, Critical Thinking are 0.088, 0.090, 0.105, 0.102, 0.097, 0.099, 0.096, 0.089, 0.090, 0.091 respectively which is more than tabulated value. Hence there exists positive and significant relationship between Life Skills (various dimensions) and Health Adjustment of senior secondary school students.

Coefficient of correlation between total Life Skills and Health Adjustment is 0.099. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01 (0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Health Adjustment of senior secondary school students.

5.1.5 Findings with regard to relationship between Life Skills (various dimensions) and Social Adjustment of senior secondary school students

It was found that the calculated values of coefficient of correlation between Social adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking, Critical Thinking are 0.095, 0.088, 0.089, 0.096, 0.101, 0.097, 0.107, 0.108, 0.092, 0.094 respectively which is more than tabulated
value. Hence there exists positive and significant relationship between Life Skills (various dimensions) and Social Adjustment of senior secondary school students.

Coefficient of correlation between total Life Skills and Social Adjustment is 0.101. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Social Adjustment of senior secondary school students.

5.1.6 Findings with regard to relationship between Life Skills (various dimensions) and Emotional Adjustment of senior secondary school students

It was found that the calculated values of coefficient of correlation between Emotional adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking, Critical Thinking are 0.093, 0.094, 0.088, 0.103, 0.101, 0.095, 0.097, 0.095, 0.099, 0.098 respectively which is more than tabulated value. Hence there exists positive and significant relationship between Life Skills (various dimensions) and Emotional Adjustment of senior secondary school students.

Coefficient of correlation between total Life Skills and Emotional Adjustment is 0.099. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Emotional Adjustment of senior secondary school students.

5.1.7 Findings with regard to relationship between Life Skills (various dimensions) and Self-Confidence of senior secondary school students

It was found that the calculated values of Coefficient of correlation between self-confidence Vs Decision Making, Problem Solving, Self Awareness, Inter Personal relationship, Coping with Stress and Creative Thinking is 0.132, 0.096, 0.115, 0.095, 0.102 and 0.135 respectively which is significant. Whereas the
calculated values of Coefficient of correlation between self-confidence Vs empathy, communication skill, coping with emotions and critical thinking is 0.050, 0.041, 0.080, and 0.055 respectively which is not significant.

Coefficient of correlation between total Life Skills and Self-Confidence is 0.120. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Self-Confidence of senior secondary school students.

5.1.8 Findings with regard to relationship between Life Skills (various dimensions) and Academic Anxiety of senior secondary school students

It was found that the calculated values of Coefficient of correlation between Academic Anxiety Vs Decision Making, Problem Solving, empathy, Self Awareness, Inter Personal relationship, Coping with emotion, Coping with Stress and Creative Thinking is -0.099, -0.095, -0.088, -0.096, -0.094, -0.090, -0.093 and -0.089 respectively which is negative and significant. Whereas the calculated values of Coefficient of correlation between self-confidence Vs communication skill and critical thinking is -0.070 and -0.076 respectively which is not significant.

Coefficient of correlation between total Life Skills and Academic Anxiety is -0.099. The calculated value of correlation is more than the tabular value at 0.05 level of significance (0.088). Hence there exists negative and significant relationship between total Life Skills and Academic Anxiety of senior secondary school students.

5.1.9 Findings with regard to comparison between the Life-Skills of female and male students of senior secondary school

It was found that the shows that calculated t-ratio of six dimensions of Life Skills like Problem Solving, Empathy, Self Awareness, Inter Personal Relationship, Coping with Stress and Critical Thinking is 2.457, 3.123, 1.983, 2.270, 3.103 and 2.177 respectively, which is more than the given table value at 0.05 level of significance. This means that there is significance difference in Problem Solving,
Empathy, Self Awareness, Inter Personal Relationship, Coping with Stress and Critical Thinking of female and male senior secondary school students.

Whereas t-ratio of four dimensions of Life Skills like Decision Making, Communication Skill, Coping with Emotion and Creative Thinking of female and male students is 1.815, 1.247, 1.248 and 0.971 respectively, which is less than the given table value at 0.05 level of significance. This means that there is no significance difference in Decision Making, Communication Skill, Coping with Emotion and Creative Thinking of female and male senior secondary school students.

Calculated ‘t’ value between the Life Skills of female and male senior secondary school students is 2.679 which is more than the tabular value of ‘t’ at 0.05 and 0.01 levels of significance (1.96 and 2.58 respectively). So it can be interpreted that there exists significant difference in the Life Skills of female and male senior secondary school students. The mean value shows that female students are better in Life Skills than male students. Hence, there exists significant difference in the Life Skills of female and male senior secondary school students.

5.1.10 Findings with regard to comparison between the Adjustment of female and male students of senior secondary school

It was found that t-ratio of two dimensions of Adjustment like Health Adjustment and Emotional Adjustment of female and male students is 3.105 and 3.646, which is more than the given table value at 0.05 level of significance. This means that there is significance difference in Health Adjustment and Emotional Adjustment of female and male senior secondary school students. Whereas t-ratio of two dimensions of Adjustment like Home Adjustment and Social Adjustment of female and male students is 1.424 and 0.788, which is less than the given table value at 0.05 level of significance.

Calculated ‘t’ value between the Adjustment of female and male senior secondary school students is 2.163 which is more than the tabular value of ‘t’ at 0.05 level of significance (1.96). So it can be interpreted that there exists significant difference in the Adjustment of female and male senior secondary school students. The mean value shows that female students are better in Adjustment than male.
students. Hence, there exists significant difference in the Adjustment of female and male senior secondary school students.

5.1.11 Findings with regard to comparison between the Self-Confidence of female and male students of senior secondary school

It was found that the calculated ‘t’ value between the Self-confidence of female and male students is 2.999 which is more than the tabular value of ‘t’ 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there exists significant difference in the Self-confidence of female and male senior secondary school students. The mean value shows that female students are better in Self-confidence than male students. Hence, there exists significant difference in the Self-confidence of female and male senior secondary school students.

5.1.12 Findings with regard to comparison between the Academic Anxiety of female and male students of senior secondary school

It was found that the calculated ‘t’ value between the Academic Anxiety of female and male students is 0.347 which is less than the tabular value of ‘t’ 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there does not exist significant difference in the Academic Anxiety of female and male senior secondary school students. Hence, there exists no significant difference in the Academic Anxiety of female and male senior secondary school students.

5.1.13 Findings with regard to comparison between the Life-Skills of private and government students of senior secondary school

It was found that the that t-ratio of two dimensions of Life Skills like Creative Thinking and Critical Thinking is 2.158, and 2.251 respectively, which is more than the given table value at 0.05 level of significance (1.96). This means that there is significance difference in Creative Thinking and Critical Thinking of private and government senior secondary school students. Whereas t-ratio of eight dimensions of Life Skills like Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal Relationship, Coping with Emotion and Coping with Stress of private and government students is 0.208, 1.397, 1.668, 1.329, 1.596,
0.022, 1.450 and 0.370 respectively, which is less than the given table value of ‘t’ at both levels of significance 0.05 and 0.01 (1.96 & 2.58). This means that there is no significance difference in Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal Relationship, Coping with Emotion and Coping with Stress of private and government senior secondary school students.

Calculated ‘t’ value between the Life-Skills of private and government students of senior secondary school is 1.617 which is less than the tabular value of ‘t’ 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there does not exist significant difference in the Life Skills of private and government senior secondary school students. Hence, there exists no significant difference in the Life Skills of private and government senior secondary school students.

5.1.14 Findings with regard to comparison between the Adjustment of private and government students of senior secondary school

It was found that the t-ratio of one dimension of Adjustment like Home Adjustment is 2.399, which is more than the given table value at 0.05 level of significance. So there is significance difference in Home Adjustment of private and government students of senior secondary schools. Whereas t-ratio of three dimensions of Adjustment like Health Adjustment, Social Adjustment and Emotional Adjustment of private and government students is 0.915, 0.702 and 1.241 which is less than the given table value at 0.05 level of significance. This means that there is no significance difference in Health Adjustment, Social Adjustment and Emotional Adjustment of private and government students of senior secondary schools. Calculated ‘t’ value between adjustment of private and government senior secondary school students is 1.670 which is less than the tabular value of ‘t’ 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there does not exist significant difference in the Adjustment of private and government senior secondary school students. Hence, there exists no significant difference in the Adjustment of private and government senior secondary school students.
5.1.15 Findings with regard to comparison between the Self-Confidence and of private and government students of senior secondary school

It was found that the calculated ‘t’ value between Self-Confidence of private and government senior secondary school students is 2.268 which is more than the tabular value of ‘t’ at 0.05 level of significance (1.96). So it can be interpreted that there exists significant difference in the Self-confidence of private and government senior secondary school students. The mean value shows that private students (22.84) are better in Self-confidence than government students (20.78). Hence, there exists significant difference in the Self-confidence of private and government senior secondary school students.

5.1.16 Findings with regard to comparison between the Academic Anxiety of private and government students of senior secondary school

It was found that the calculated ‘t’ value between Academic Anxiety of private and government senior secondary school students is 1.71 which is less than the tabular value of ‘t’ 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there does not exist significant difference in the Academic Anxiety of private and government senior secondary school students. Hence, there exists no significant difference in the Academic Anxiety of private and government senior secondary school students.

Hence, the hypotheses set up for testing, lead to the following conclusion:

- The hypothesis of significant relationship between Life Skills and Adjustment of senior secondary school students was confirmed.
- The hypothesis of significant relationship between Life Skills and Self-Confidence of senior secondary school students was confirmed.
- The hypothesis of significant relationship between Life Skills and Academic Anxiety of senior secondary school students was confirmed. There was negative and significant relationship between Life Skills and Academic Anxiety of senior secondary school students.
- There exist significant differences in Life Skills of female and male senior
secondary school students. Therefore this hypothesis was accepted.

- The hypothesis of significant differences in Adjustment of female and male senior secondary school students was accepted.

- The hypothesis of significant differences in Self-Confidence of female and male senior secondary school students was accepted.

- There exist no significant differences in Academic Anxiety of female and male senior secondary school students. The hypothesis that there exists significant difference in Academic Anxiety of female and male senior secondary school students could not be confirmed.

- There exist no significant differences in Life Skills of private and government senior secondary school students. The hypothesis that there exists significant difference in Life Skills of private and government senior secondary school students could not be confirmed.

- There exist no significant differences in Adjustment of private and government senior secondary school students. The hypothesis that there exists significant difference in Adjustment of private and government senior secondary school students could not be accepted.

- The hypothesis of significant differences in Self-Confidence of private and government senior secondary school students was accepted.

- There exist no significant differences in Academic Anxiety of private and government senior secondary school students. The hypothesis that there exists significant difference in Academic Anxiety of private and government senior secondary school students could not be confirmed.

**CONCLUSION**

- The study revealed that there was positive and significant relationship between Life Skills and Adjustment, Life Skills and Self-Confidence of senior secondary school students. Whereas there was negative and significant relationship between Life Skills and Academic Anxiety of senior secondary school students.
• A significant difference was found in the Life Skills of female and male senior secondary school students.

• A significant difference was found in the Adjustment of female and male senior secondary school students.

• A significant difference was found in the Self-Confidence of female and male senior secondary school students.

• No significance difference was found in the Academic Anxiety of female and male senior secondary school students.

• No significance difference was found in the Life Skills of private and government senior secondary school students.

• No significance difference was found in the Adjustment of private and government senior secondary school students.

• A significant difference was found in the Self-Confidence of private and government senior secondary school students.

• No significance difference was found in the Academic Anxiety of private and government senior secondary school students.

5.2 DISCUSSION OF THE RESULTS

5.2.1 Discussion of the results with regard to an overview of the Adjustment, Self-Confidence, Academic Anxiety and Life Skills of senior secondary school students

In the present research Adjustment, Self-Confidence, Academic Anxiety and Life Skills of senior secondary school students were studied. It has been found that maximum students have moderate level of Life Skills, adjustment, self-confidence and academic anxiety. Students having better Life Skills were more adjusted, more confident and have less Academic Anxiety.
Further, the results of present study show that majority of students have moderate level of Life Skills and the other students have high or low level of Life Skills. The result supported by Zahra et al. (2013) indicated that life skill training has a significant positive effect on social development and emotional adjustment. They further found that learning is enhanced by the intrapersonal skills used to reflect on one’s learning and adjust learning strategies accordingly. Thus, there is a direct need of integrating life skills in the curriculum of schools. In order to transact the curriculum successfully, teachers must be trained continuously. Only professionally trained teachers can develop the life skills in the students properly. Research studies show that development of life skills in the students have increased their adjustment, reduced the Academic Anxiety in the schools, have prevented the students from the abuse of drugs and alcohol and developed their self confidence, self concept and self esteem. Life skills help in creating an environment of peace (Gamble, 2006). High level of life skills helps one in becoming good citizen and productive worker. It helps in reducing the antisocial activities and suicidal attempts. Life skills reduce the stress, help in controlling the emotions and making the informed decisions. Thus, life skills education is an important subject which must be taught in our educational institutions.

5.2.2 Discussion of the results with regard to correlation between Life Skills and Adjustment, Life Skills and Self-Confidence, Life Skills and Academic Anxiety of senior secondary school students

On the basis of statistical analysis it has been found that there exist positive and significant relationship between Life Skills and Adjustment of senior secondary school students. The result supported by Mohammadi, Ranjbar, Salehi & Roustaei (2012) concluded that life skills have positive correlation with general health, social adjustment among girl students. Yadav and Iqbal (2009) in their study also showed that Life skill education has positive results in bringing change in adolescent's adjustment, thought and behaviour by providing supportive environment to them. Adjustment is also required in each and every field, whether it may be home, health, social and emotional.

In the present study, it has been found that there exist positive and significant relationship between Life Skills and Self-Confidence of senior secondary school
students. Khera & Khosla (2012) also found positive correlation between Life Skills and Self-Confidence of adolescents which means those who possess these essential skills were confident in all aspects. Life Skills refers to the abilities for positive and adaptive behavior that enables persons to deal efficiently with the demands and challenges of day to day life. Thus better Life Skills will increase the level of Self-Confidence of senior secondary school students.

On the basis of statistical analysis it has been found that there exist negative and significant relationship between Life Skills and Academic Anxiety of senior secondary school students. Life Skills of senior secondary school students was negatively related to Academic Anxiety. The result also supported by Garg (2011) revealed that there was negative and significant relationship between life skills and academic anxiety of secondary school students. As per result mentioned above, Academic Anxiety is a situation specific form of anxiety related to educational contexts. Students can perform better if their Academic Anxiety is low. Everyone aims for a definite goal or excellence in one’s performance in a specific field. So it is affected by extent of Academic Anxiety.

5.2.3 Discussion of the results with regard to relationship between Life Skills (various dimensions) and Home Adjustment of senior secondary school students

On the basis of statistical analysis it has been found that there exists positive and significant relationship between Home adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking and Critical Thinking. Hence there exists positive and significant relationship between Life Skills (various dimensions) and Home Adjustment of senior secondary school students. Parthasarathy et al. (2009) found in his study that by encouraging the children and adolescents in house hold activities; they were enabled to strengthen their life skills and improving their home adjustment. Skill building should begin in the family. It is the responsibility of the parents to get their children involve in family related activities so as to strengthen their life skills and increase home adjustment.
5.2.4 Discussion of the results with regard to relationship between Life Skills (various dimensions) and Health Adjustment of senior secondary school students

In the present study, it has been found that there exist positive and significant relationship between Health adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking and Critical Thinking. So, there exists positive and significant relationship between Life Skills (various dimensions) and Health Adjustment of senior secondary school students. Rahmati et al. (2010) found the effectiveness of life skills on health adjustment of adolescent students. Students having better life skills showed high level of health adjustment.

5.2.5 Discussion of the results with regard to relationship between Life Skills (various dimensions) and Social Adjustment of senior secondary school students

On the basis of statistical analysis it has been found that there exists positive and significant relationship between Social adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking and Critical Thinking. Akbari, M. and her colleagues (2014) in their investigation to find the effectiveness of training life skills on adolescent students found that life skills training lead to significant increase of social adjustment in adolescents. The authors concluded that life skills training can decline school, social and educational problems.

The students having better life skills such as Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking and Critical Thinking have better Social Adjustment. Moreover they do not get affected about the surroundings and concentrate on their work.
5.2.6 Discussion of the results with regard to relationship between Life Skills (various dimensions) and Emotional Adjustment of senior secondary school students

In the present study, it has been found that there exist positive and significant relationship between Emotional adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking and Critical Thinking. Smith et al. (2004) found that life skills showed positive relationship with emotional adjustment of adolescent students. The highly competitive world of today and the absence of traditional norms and support have heightened the stress among adolescents resulting in multiple emotional adjustment issues such as depression, loneliness, rejection, diffidence, anger. But, students having better life skills showed high level of emotional adjustment.

5.2.7 Discussion of the results with regard to relationship between Life Skills (various dimensions) and Self-Confidence of senior secondary school students

It has been found that Coefficient of correlation between self-confidence Vs Decision Making, Problem Solving, Self Awareness, Inter Personal relationship, Coping with Stress and Creative Thinking was positive and significant. Whereas, coefficient of correlation between self-confidence Vs empathy, communication skill, coping with emotions and critical thinking was not significant. So six dimensions of life skills have significant relationship with self-confidence and other four dimensions do not have significant relationship with self-confidence. Self-Confidence is required in each and every field of life. Students having high level of Life Skills are more confident. It has been found that there exists positive and significant relationship between Life Skills (various dimensions) and Self-Confidence of senior secondary school students.
5.2.8 Discussion of the results with regard to relationship between Life Skills (various dimensions) and Academic Anxiety of senior secondary school students

It was found that Coefficient of correlation between Academic Anxiety Vs Decision Making, Problem Solving, empathy, Self Awareness, Inter Personal relationship, Coping with emotion, Coping with Stress and Creative Thinking was negative and significant. Whereas Coefficient of correlation between Academic Anxiety Vs communication skill and critical thinking was not significant. It is clear that students having better life skills have less Academic Anxiety. On the basis of statistical analysis it has been found that there exist negative and significant relationship between Life Skills and Academic Anxiety of senior secondary school students. Samandari & Siahbanouyeh (2015) conducted a study entitled on Investigation of the relationship between the level of life skill and self-esteem and academic anxiety among the students. Results indicated that there was an inverse significant relationship between the level of life skills and academic anxiety among the students, also supported the present study.

Students can perform better if their Academic Anxiety is low. Everyone aims for a definite goal or excellence in one’s performance in a specific field affected by extent of Academic Anxiety. As per result mentioned above, Academic Anxiety has negative and significant relationship with life skills of senior secondary school students.

5.2.9 Discussion of the results with regard to comparison between the Life-Skills of female and male students of senior secondary school

In the present study, it has been found that there exists significant difference between Life Skills of female and male senior secondary school students. Garg (2011) also revealed in her studies that there was significance difference in life skills of female and male secondary school students. Tripathi & Shukla (2013) conducted a study to investigate the attitude of senior secondary teachers about the life skills educations in term of sex. The study revealed that female teachers have positive
attitude towards self awareness, coping with emotions, interpersonal relations, communication skills, coping with stress, problem solving and creative thinking.

Considering the findings of the study, it can be concluded that the mean value of female students (376.86) was more than the mean value of male students (364.38). Hence, female students showed the better Life Skills than that of male students of senior secondary schools. The reason may be that females are engaged more in household work than their counterpart male students.

5.2.10 Discussion of the results with regard to comparison between the Adjustment of female and male students of senior secondary school

On the basis of statistical analysis it has been found that there exists significant difference between Adjustment of female and male senior secondary school students. Kfaween (2010) conducted a study on adjustment of college students on the faculty of educational sciences. Results indicated that mostly college students have a medium level of adjustment. Male and first year students from the village have highest level of adjustment than first year students from city. Paramanik, Saha, & Mondal (2014) also supported the present study revealed that there was significant difference between adjustments of female and male students. Adjustment scores of girls were higher than those from boys which indicated that the girls were better adjusted as compared to their boy’s counterpart.

Considering the findings of the study, it can be concluded that the mean value of female students (48.72) was more than the mean value of male students (45.47). Hence, female students showed the better Adjustment than that of male students of senior secondary schools.

5.2.11 Discussion of the results with regard to comparison between the Self-Confidence of female and male students of senior secondary school

In the present study, it has been found that there exists significant difference between Self-Confidence of female and male senior secondary school students. In a study conducted by Thirumoothi & Indumati (2005) on self-confidence revealed no significance difference between males and females with reference to self-confidence.
There was slight significant relationship between self-confidence and somatic anxiety among females.

Considering the findings of the present study, it can be concluded that the mean value of female students (22.84) was more than the mean value of male students (20.78). Hence, female students were more confident than that of male students of senior secondary schools.

5.2.12 Discussion of the results with regard to comparison between the Academic Anxiety of female and male students of senior secondary school

In the present study, it has been found that there is no significant difference between Academic Anxiety of female and male senior secondary school students. Afolayan (2013) found that there was no statistical difference between gender and academic performance of students. This study support the present findings that male students have more Academic Anxiety than that of female students.

Considering the findings of the study, it can be concluded that both male and female students have some extent of Academic Anxiety. The mean value of male students (10.10) was more than the mean value of female students (10.00). Hence, male students have more Academic Anxiety than that of female students of senior secondary schools.

5.2.13 Discussion of the results with regard to comparison between the Life-Skills of private and government students of senior secondary school

On the basis of statistical analysis it has been found that there was no significant difference between Life-Skills of private and government senior secondary school students. Garg (2011) revealed in her studies that there was significance difference in life skills of government and private secondary school students. It may be due to lack of guidance provided from parents or school staff to government school students as compare to Private school students.

Considering the findings of the study, it can be concluded that mean value of private students (374.41) was more than that of government students (366.84). So, private students have better Life-Skills than government senior secondary school students.
5.2.14 Discussion of the results with regard to comparison between the Adjustment of private and government students of senior secondary school

In the present study, it has been found that there was no significant difference between Adjustment of private and government senior secondary school students.

Considering the results mentioned above it can be concluded that Adjustment is also required in each and every field, whether it may be home, health, social and emotional. Mean values of adjustment showed that private students (48.36) were more adjusted than government senior secondary school students (45.84).

5.2.15 Discussion of the results with regard to comparison between the Self-Confidence of private and government students of senior secondary school

In the present study, it has been found that there is significant difference between Self-Confidence of private and government senior secondary school students. The reason may be that private school students have adequate financing, effective pedagogy and syllabus, helpful internal policies and the autonomy and independence to decide their own staffing needs.

Considering the findings of the study, it can be concluded that mean value of private students (22.84) was more than that of government students (20.78). So, private students were more confident than government senior secondary school students.

5.2.16 Discussion of the results with regard to comparison between the Academic Anxiety of private and government students of senior secondary school

On the basis of statistical analysis it has been found that there is no significant difference between Academic Anxiety of private and government senior secondary school students. Mahato & Jangir, (2014) conducted a study on Academic Anxiety among Adolescents of Minicoy Island. They found that private school students have more academic anxiety than government senior secondary school students.
Considering the findings of the study, it can be concluded that mean value of private students (10.30) was more than that of government students (9.81). So, private students were more anxious than government senior secondary school students.

5.3 Educational Implications

For the nation’s development, it is important that standard of education should be improved. The higher authorities (planners and administrators) should provide congenial environment in the educational institutions. The authorities should make positive changes in their promotion policies and also apply accordingly. The authorities should interact from time to time with teachers, discuss their problems about students and also listen to their suggestions and views. There should be healthy relationship between authorities, teachers and students for proper functioning of the institutions. The findings of present study have ample implications for school administrators, teachers, parents and other professionals working in the field of education. The primary objective of the study was to find out the correlation between Life Skills and Adjustment, Life Skills and Self-Confidence, Life Skills and Academic Anxiety of senior secondary school students.

Finding of the present study depicts the need to organize the programs in school for the assessment of adjustment, self-confidence and academic anxiety as these have emerged significance correlates of Life skills. Study depicts that senior secondary school students must be aware about their health and they must be socially and emotionally adjusted. If they are healthy, socially and emotionally adjusted, they contribute more in the field of education. If students have self-confidence they can solve the difficulties at individual, social, intellectual and educational levels.

The results show that the female students have high level of life skills as compared to male students. Also the study reveals that private school students are better in Life Skills than government school students. It may be due to lack of guidance provided from parents or school staff to government school students as compared to Private school students. So government school teachers should be paid enough attention on their students and parents also should guide their child for better future.
As the study reveals that female students are better in adjustment than male students. Orthodox approach of both parents and society makes females to restrict themselves at home. So females spent most time at home, doing household works. Males spent more time outside home than to stay home. So level of adjustment of female students is higher than male students. Male school students should spend more time with their family members than their peer group. It is found that Private school students are more adjusted as compare to government school students. Private school students are keener toward parental desire and career.

It is found that female students are more Self-Confident than their counterparts of male students. Studies also reveal that private students are more self-confident than their counterparts of government students. The reason is that cream of students is approaching towards private schools due to better discipline, infrastructure and excellent academic results. Contradiction is that government school teachers have higher academic qualification than private school teachers. Government should take some strict steps on teachers regarding student’s annual academic performance as well as all round development.

As the study reveals that male students have more academic anxiety than their counterparts of female students. Results also depicts that Private students of senior secondary schools have more Academic Anxiety than Government students of Senior Secondary School. It is due to orthodox and biased approach from parents regarding social freedom and extra involvement in games and adventure of boys. Parents should provide more attention towards academic well beings of the boys.

Thus, there is a need of integrating life skills in the curriculum of schools as well as colleges and more emphasis should be given to the senior secondary school students. Research studies show that development of life skills in the students have increased their academic achievement, reduced the academic anxiety and developed their self-confidence. Life skills help in creating an environment of peace. High level of life skill helps in becoming good citizen and productive worker. It helps in reducing the antisocial activities and suicidal attempts. Life skills reduce the stress and Academic Anxiety, help in controlling the emotions and making the right decisions in life. Hence, the educators and planners have an important responsibility.
to give proper direction to education. The curriculum, teaching designs and classroom environment of schools should be such that it could inculcate the Life Skills, Self-Confidence, Adjustment and reducing the Academic Anxiety of senior secondary school students.

5.4 SUGGESTIONS FOR FURTHER STUDIES

After having conducted the present study the investigator faced some shortcomings in the concerned area of research. The researcher would like to offer following suggestions that can be considered for further research. These are:

1. The present study was conducted on senior secondary school students. Further studies can be conducted on secondary school students, primary school students and college students.

2. The present study was conducted on senior secondary schools of Haryana state only. Similar studies can be conducted on other states.

3. The present study was conducted on senior secondary schools of Yamunanagar, Ambala, Kurukshetra, Kaithal and Panchkula. The study can be conducted on other districts also.

4. Life Skills Intervention Programmes can be introduced for improvement of Life Skills of senior secondary school students.

5. The present study was delimited to only the variables i.e. Life Skills, Adjustment, Self-Confidence and Academic Anxiety. The study may be conducted on Self-Esteem, Motivation, Study Habits, Personality, Socio-Economic Status, Level of Aspiration and Self-Efficacy etc.

6. The Present Study was conducted on 500 Senior Secondary School Students. To make broader generation further research can be carried out by taking large sample of Senior Secondary Students.

7. Research can be carried out by taking Science, Commerce and Arts students as well as Graduate and Post Graduate Students.

8. A similar study can be conducted on persons with disabilities.