Life Skills are psychosocial abilities that enable individuals to translate knowledge, attitudes and values regarding their concerns into well informed and healthy behaviors. Empowered with such skills, young people are able to take decisions based on a logical process of “what to do, how to do, why to do and when to do”. The term ‘Life Skills’ refers to the skills usually associated with managing and living a better quality of life, they help us to achieve our ambitions and live to our full potential. There is no definite list of life skills; certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location etc. Perhaps the most important life skill is the ability to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. Life skills are not always taught directly but often learned indirectly through experiences and practices.

Life skills include psychosocial competencies and Interpersonal skills that help people make informed decisions to solve problems, communicate effectively, build healthy relationships, think critically and creatively, and cope with managing their lives in a healthy and productive manner. Essentially there are two kinds of skills those related to thinking termed as “thinking skills” and skills related to dealing with others terms as “social skills” while thinking skills related to reflection at a personal level. Social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. Emotions can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one’s point of view. To do that, coming to term first with one self is important. Thus, self management is an important skill including managing with feelings emotions, stress and resisting peer and family pressure. Young people need both thinking and social skills for consensus building and issues of concern.

Life skills are abilities for positive and adaptive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills- cognitive skills for analyzing
and using information, personal skills for developing personal agency and managing oneself and inter-personal skills for communicating and interacting effectively with others.

The following Life Skills are considered in the present study:-

- Decision Making
- Problem Solving
- Empathy
- Self Awareness
- Communication Skill
- Interpersonal Relationship
- Coping With Emotions
- Coping With Stress
- Creative Thinking
- Critical Thinking

**Decision Making** helps us to bargain productively with choices about our lives. This can have results for wellbeing. It can show individuals how to effectively settle on choices are probably going to have. Critical thinking empowers us to bargain usefully with issues in our lives. Noteworthy issues that are left uncertain can bring about mental anxiety and offer ascent to going with physical anxiety.

**Empathy** to have an effective association with our friends and family and society everywhere, we have to comprehend and center about other individuals needs, goals, and sentiments. Compassion is the capacity to envision what life resembles for someone else. Without compassion, our correspondence with others will add up to one-way activity. Most exceedingly awful we will act and carrying on as indicated by our self – intrigue and will undoubtedly keep running into issues. No man is on an island just, no lady either! We experience childhood involved with many individuals – guardians, siblings and sisters, cousins, uncles and close relatives, cohorts, companions and neighbors. When we comprehend ourselves and also others, we are better arranged to impart our requirements and cravings. We will be more prepared to
state what we need individuals to know, introduce our considerations and thoughts and handle sensitive issues without culpable other individuals. In the meantime, we will have the capacity to inspire bolster from others, and win their comprehension.

**Self – Awareness** incorporates our acknowledgment of ourselves, of our character, of our quality and shortcomings, wishes and aversions. Creating mindfulness can help us to perceive when we are pushed or feel under weight. It is additionally an essential for compelling correspondence and interpersonal relations, and additionally to develop compassion for other individuals.

**Effective Communication** implies that we can convey what needs be, both verbally and non-verbally, in ways that are suitable our societies and circumstances. This implies having the capacity to express conclusions and wants, furthermore needs and fears, and it might mean having the capacity to request guidance and help in a desperate hour.

**Interpersonal Relationship** abilities help us to relate in constructive routes with the general population we associate with. This may have the capacity to make and keep inviting connections, which can be of extraordinary significance our mental and social prosperity. It might mean keeping great relations with relatives, which are a critical wellspring of social support. It might likewise mean having the capacity to end connections productively.

**Coping with Emotions** implies including perceiving feelings inside us and others, monitoring how feelings impact conduct and having the capacity to react to feelings suitably. Extreme feelings like outrage or bitterness can affect sly affect our wellbeing on the off chance that we don't react properly.

**Coping with Stress** Implies perceiving the wellsprings of worry in our lives, perceiving how this influences us and acting in ways that help us control our levels of worry, by changing our surroundings of ways of life and figuring out how to unwind.

**Critical Thinking** is a capacity to dissect data and encounters in a goal way. Basic deduction can add to wellbeing by helping us to perceive and evaluate the elements that impact states of mind and conduct, for example, values, peer weight and media.

**Creative Thinking** is a novel method for seeing or doing things that is qualities of four parts – familiarity (producing new thoughts) adaptability (moving point of view
effortlessly), creativity (thinking about something new), and elaboration (expanding on different thoughts). Every one of these aptitudes are interrelated and strengthen each other. Together, they are in charge of our psychosocial capability; assemble our self-regard and self-viability and support comprehensive advancement.

ADJUSTMENT

In this rapid changing world adjustment is a sustained feature of human personality. Unless a person is not able to adjust himself to the environment he/she cannot develop his/her personality. A man of adjusting nature can lead a cheerful and wholesome life but a less adjusting nature always leads a depressed and unhealthy life. Adjustment is a process by which an individual learns certain ways of behavior to cope with the situation which he/she attains through consonance with his/her environment. Adjustment is a necessary characteristic to be able to live harmoniously in this world.

Conformity issue begins appropriate from the introduction of and proceeds till death, different circumstances emerge at home, School, school and working environment where we have to surrender a tad bit of our requests and acknowledge what is available. Change is the way toward touching base at an adjusted state between the need of individual and their fulfillment. Home and school assume imperative part in the modification of a person. The lexicon significance of "conformity" is, to fit, make reasonable, organize, adjust, alter blend or make journalist. Consequently change between two things implies adjust either of them to relate to each other. For instance: wearing of fabric as per the season. As we can't change the season so we need to adjust our garments in like manner.

Adjustment problem starts right from the birth of and continues till death, various situations arise at home. School, college, and workplace where we need to give up a little of our demands and accept what is present. Adjustment is a behavioral process by which a person maintains balance among various needs that are encounters at a given point of time; Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among various forces. Adjustment is defined a process wherein ones builds variations in the behavior to achieve harmony with oneself, others or with the environment.
AREAS OF ADJUSTMENT:

Modification on account of individual comprised of individual and additionally ecological parts. These two parts of modification can be further subdivided into littler parts of individual and ecological elements. Extensively talking there are four zones where an individual should be conformed to carry on with an adjust life. These are: Home, Health, Social and Emotional.

1. Adjustment at Home

An individual is not conceived balanced or maladjusted, it is his physical, mental and passionate possibilities that are impacted and coordinated by the elements of environment in which he got himself that modification or maladjustment steadily create. The family is the most established and the most critical of the considerable number of organizations that man has formulated to control and coordinate his conduct as he endeavors to fulfill his essential needs. In any case, to comprehend the impact of the family on the tyke, it is essential to comprehend the family and its capacity. It has been affirmed through different reviews that if family relationship has been great, amid youth as well as amid pre-adulthood, the individual will form into a composed person. One of the critical parts of family is ventured to be the socialization of the youngster. Home is first social foundation where a youngster should be balanced. At the point when a kid gets to be distinctly mindful of different people who contain his social surroundings at home he tends to see them as a mean through which he may accomplish individual fulfillment. He should be prepared to adjust his absolutely conceited interests and to coordinate in the exercises of and for the welfare of others. From the earliest starting point he mirrors the talking and dietary patterns of his family and step by step reflects states of mind learned in the home toward older folks. Great or awful conducts that are shown at home are conveyed by the tyke into his association with people outside the home. In this way the family demeanors turn into a critical thought in the change of a kid.

2. Health Adjustment

Fitness is correctly called prosperity. It involves one’s physical as well as rational health. Healthy mind lives in a healthy body. Keeping one’s body and physical health in a satisfactory, normal condition is the prime and the most basic
requirement for achieving and maintaining good mental health. How can we expect a physically, somatically weak man to keep his mind free from tension, worries and other negative feelings. The health of one’s nervous system ductless glands, body system and organs are sure to effect one’s mental functioning, personal and social adjustment.

3. **Social Adjustment:**

   Social alteration is an exertion made by a person to adapt to measures, values and needs of a general public so as to be acknowledged. It can be characterized as a mental procedure. It includes adapting to new standard and esteem. In the specialized dialect of brain science "coexisting with the individuals from society admirably well" is called Adjustment. As Plato says 'Man is a social creature.' We live in a general public and frame conclusion about others and others have assessments about us. We attempt to act as per the standards of the general public so we can modify with others. Be that as it may, it is not a simple undertaking in light of the fact that the identity of every individual is a remarkable association.

4. **Emotional Adjustment**

   Visit, extraordinary and obviously unjustified enthusiastic upheavals lead others to judge the person as "Youthful". Concealment of passionate expression brings about irritability which tends to make the individual discourteous, non co-agent and pre-possessed with self. An agreeable condition of individual and passionate change might be said to exist when an individual's physical and Psychological needs can be fulfilled by socially worthy examples of conduct. Tyke's feelings practice an intense impact upon his states of mind and conduct. Unbridled passionate responses may hence, meddle genuinely with youngster's energy to utilize the flexibility of basic leadership and conduct. Those understudies whose example happy with their ways of life, whose inclinations and goals are met with fulfillments has a tendency to appreciate life without bounds and turn out to be candidly balanced. A few understudies conform well to the school environment while others battle with the move some leaving school totally.
SELF- CONFIDENCE

Self-confidence is a state of mind which permits people to have constructive yet sensible perspective of themselves and their circumstances. Self-confident individuals believe their own particular capacities, have a general feeling of control in their lives, and trust that, inside reason, they will have the capacity to do what they wish, arrange and anticipate. Having Self-confidence does not imply that people will have the capacity to do everything. Self-confident individuals have desires that are practical. Notwithstanding when some of their desires are not met, they keep on being sure and to acknowledge themselves. Self-confidence is integral to great mental conformity, individual satisfaction and powerful working in kids and grown-ups.

The term Self-Confidence is utilized to allude to individual's judgments about themselves. Youngsters with over all high self ideas are certain about their capacities to fulfill their objectives, scholastic skill and association with guardians and companions. Youngsters with low Self-confidence have a tendency to be worried about voicing disliked or uncommon thoughts and abstain from drawing in consideration. The fate of understudies depends for the most part on their Self-confidence. Self-confidence is the fundamental variable of identity.

On the quality of Self-Confidence the understudies can explain the challenges in individual, scholarly, social and instructive fields. Self-assurance makes them mindful of their self and enhances their scholarly and scholastic accomplishment. Individuals who are not Self-Confident depend exorbitantly on the endorsement of others keeping in mind the end goal to like them. They have a tendency to abstain from going for broke in light of the fact that they fear disappointment. They for the most part don't hope to be effective. They regularly put themselves down and tend to rebate or overlook compliments paid to them. By difference, Self-confident individuals will chance the dissatisfaction with others to in light of the fact that they for the most part trust their own particular capacities. They have a tendency to acknowledge themselves; they don't need to affirm keeping in mind the end goal to be acknowledged.
ACADEMIC ANXIETY

Anxiety is a standout amongst the most examined wonder in psychology. It is an ordinary human reaction to push. The idea of anxiety is separated from dread as it is characterized as a reaction to an unidentifiable risk as expected threat. Moreover, nervousness reactions are regularly more extreme and continuous than is justified by saw risk; the dread reaction is proportionate to the goal threat.

The word ‘anxiety’ has been derived from the Latin word ‘Anxietas’ which commonly connotes on experience of varying blends of the uncertainty, agitation and dread. Anxiety has been defined as the socio-psycho-physiologic phenomenon experience as a foreboding dread or threat to the human organism whether the threat is generated by internal, real or imagined dangers, the sources of which may be conscious or unconscious whether the threat is secondary to the actual environmental threats of a biosocial, biophysical or biochemical nature. According to Dollard and Miller (1950), anxiety is a sub type of fear and learned drive i.e. considered as a disruption in the organism’s homeostasis, ultimately relating to the occurrence of painful stimulation.

Anxiety may be only regarded as a disorder when it occurs in the absence of an appreciable degree or a kind of threat or danger. Anxiety may be a diffuse, free-floating but persistent feeling of unease i.e. generalized anxiety; or it be a fear attached only to specific object or situations i.e. phobia. It may also occur intermittently in extremely acute form i.e. panic attacks. Anxiety may take the form of a state which in temporary feeling of subjective and physical tension or it may be described as a trait in which it takes the form of relatively permanent personality characteristic. Hence, anxiety has been conceptualized as an experience or a learned drive or a learned response with drive properties, or a state of physiological arousal or a particular pattern of cortical or endocrine-logical functioning or a consequence of a person’s efforts to sustain his individuality or some combination of these.

Anxiety is defined by Jayaswal (1982) and others as a complex psychological condition that effect various cognitive, behavioural and psychological states. Anxiety can be separated into three classifications: state, an emotional condition that is temporary and initiated by a certain experience, trait is a stable aspect of one’s personality and situation specific. Academic anxiety is therefore a situation specific
form of anxiety related to educational contexts. Academic anxiety encompasses not only test anxiety, but also anxiety about certain subjects in journal. For instance, anxiety has been observed in students taking mathematics, reading, science and foreign languages.

Academic Anxiety is a vital instructive issue that influences a large number of understudies in universities and schools over the world every year. In spite of the fact that a low level of nervousness can bring about positive inspiration for development of instructive working, elevated amounts of it can bring about an aggravation in fixation, consideration, stockpiling of learning, review and instructive decrease.

Academic Anxiety might be just viewed as turmoil when it happens without a calculable degree or a sort of risk or threat. As per Freud, Academic Anxiety is an intrinsic reaction each time our oblivious feels debilitated or focused. Academic Anxiety is ordinary since it help us get to be distinctly ready and spurs us to take care of issues, similar to when we have our prospective employee meetings, showing up in test or examination. The predominant training framework has fuelled Academic Anxiety among the school kids. They have a ton of stress, scholastic weight, pressures on them. This prompted to numerous identity issues among them. They are not ready to meet the genuine difficulties of the world that are past their scholastic life. Such understudies do not have the life aptitudes that are basic for even day-to-day presence.

RATIONALE OF THE STUDY

Education is the only means to empower children and adults alike to become active participant in the transformation of the society by equipping children with spiritual, moral and material knowledge. The children are pressurized by schools as well as family to excel in the academics. The pressure leads to Academic anxiety. This is reason that more and more children seem to be succumbing to anxiety disorders (Malik, A. Madhu, A., Karamvir, Batra, A. (2012).

Life-skills Education and its influence on the lives of students is the most concerned areas of education today. CBSE has included Life Skills as one of the assessment areas in its new CCE system also. This area of Life Skill is becoming very popular in the field of social, psychological and educational researches also. Ample evidence exists regarding the importance of adequate Life Skill development for a
variety of critical outcomes in life. Many studies are there on the inclusion of Life Skills in education system and regarding their teaching methodology, like to make them part of moral education, EVS at primary level and social studies at higher. That is all theoretical in nature.

Psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. Thus we see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be internal or external to whom the individual has to react. The conflict between varying needs make the adjustment a complicated process. If we gratify one of the conflicting needs, the needs which are not gratified, will produce frustration and leads sometime to abnormal behavior. Adjustment is a continued process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment. Ability of a person to adjust oneself with his/her social environment depends upon one’s emotional intelligence.

Life skills have different effects on academic anxiety, adjustment and Self-Confidence. If students have better life skills, their academic anxiety will be reduced, they will adjust in a better way and their Self-Confidence will also be higher.

Young generation is the one who can easily bring about changes in the society with their enthusiasm and zeal. The timely development of these essential life skills may help such students reducing their academic anxiety and score better and hence becoming competent individuals of the society. These skills help in leading a normal and satisfied life with the successful social outcomes. In fact, these are the lifelong blessings for such students in spite of their low academic achievement. It was in this background that present study has been planned. Keeping this in mind, the investigator has selected the senior secondary school students to know how well these students understand their life skills, adjustment, self-confidence and academic anxiety. All the above factors provided enthusiasm to investigator to take up the topic for this study.
TITLE OF THE STUDY

ADJUSTMENT, SELF-CONFIDENCE AND ACADEMIC ANXIETY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LIFE SKILLS

OPERATIONAL DEFINITIONS OF THE KEY TERMS

Life Skills

Life Skills are defined as those abilities, attitudes, knowledge and behaviours that must be learned for success in society. Life Skills from a psychological standpoint are those mental and emotional skills which enable us to better cope and succeed in our lives.

In the present study ten life skills are considered i.e. decision making, problem solving, empathy, self-awareness, communication skill, interpersonal relationship, coping with emotions, coping with stress, creative thinking, and critical thinking. These Life Skills are measured by using Life Skills Scale developed by M.N. Vranda.

Adjustment

The term adjustment refers to the extent to which an individual’s personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. His needs will be satisfied in accordance with the social needs. In the present study four types of adjustments are taken into consideration i.e. Home, Health, Social and Emotional. In the present study adjustment of the students is measured by Bell’s adjustment inventory developed by R.K.Ojha.

Self-Confidence

Self-Confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things all right. A Self-confident person is defined as one who perceived himself as socially competent, emotionally mature, generally capable, successful, satisfied decisive, optimistic, independent, self-reliant,
self-assured, forward moving, fairly assertive, having leadership qualities. In the present study self-confidence of the students is measured by Agnihotri’s self-confidence inventory.

**Academic Anxiety**

Anxiety is a common phenomena of everyday life. It plays a crucial role in human life because all of us are the victims of anxiety in different ways. Academic anxiety is a stress or pressure that students experienced, based upon school related function such as presenting in front of a class. This is usually accompanied by somatic symptoms like headaches, stomach aches, vomiting and sleep disturbance. In the present study academic anxiety of the students can be measured by Academic Anxiety scale developed by A.K. Singh and A. Sen Gupta.

**OBJECTIVES OF THE STUDY**

1. To study the Life Skills, Adjustment, Self-Confidence and Academic Anxiety of senior secondary school students.
2. To study the relationship between Life Skills and Adjustment of senior secondary school students.
3. To study the relationship between Life Skills and Self-Confidence of senior secondary school students.
4. To study the relationship between Life Skills and Academic Anxiety of senior secondary school students.
5. To compare the Life-Skills of female and male students of senior secondary school.
6. To compare the Adjustment of female and male students of senior secondary school.
7. To compare the Self-Confidence of female and male students of senior secondary school.
8. To compare the Academic Anxiety of female and male students of senior secondary school.
9. To compare the Life-Skills of private and government students of senior secondary school.
10. To compare the Adjustment of private and government private and government students of senior secondary school.

11. To compare the Self-Confidence of private and government students of senior secondary school.

12. To compare the Academic Anxiety of private and government students of senior secondary school.

HYPOTHESES OF THE STUDY

1. There exists significant relationship between Life Skills and Adjustment of senior secondary school students.

2. There exists significant relationship between Life Skills and Self-confidence of senior secondary school students.

3. There exists significant relationship between Life Skills and Academic Anxiety of senior secondary school students.

4. There exists significant difference between the Life Skills of the female and male students of senior secondary school.

5. There exists significant difference between the Adjustment of the female and male students of senior secondary school.

6. There exists significant difference between the Self-Confidence of the female and male students of senior secondary school.

7. There exists significant difference between the Academic Anxiety of the female and male students of senior secondary school.

8. There exists significant difference between the Life Skills of the private and government students of senior secondary school.

9. There exists significant difference between the Adjustment of the private and government students of senior secondary school.

10. There exists significant difference between the Self-Confidence of the private and government students of senior secondary school.

11. There exists significant difference between the Academic Anxiety of the private and government students of senior secondary school.
DELIMITATIONS OF THE STUDY:

The present study has the following delimitations:

1. The sample of 500 students only.
2. The students studying in schools of Haryana only.
3. Government and Private Schools from Panchkula, Kurukshetra, Kaithal, Yamunanagar and Ambala districts only.
4. The students in grade 11th only.

POPULATION AND SAMPLE

In the present study, population consisted of all students of grade 11th of Haryana State under the Ambala Commissionary. The sample of the present study comprised of 500 students from 11th standard of urban locality. It was taken from Panchkula, Kurukshetra, Kaithal, Yamunanagar and Ambala districts of Haryana. It comprised of 250 girls and 250 boys from these schools.

TOOLS USED

In the present study, the researcher used different types of tools for data collection. The following tools were used on the basis of their suitability:

- Life Skill Scale constructed and standardized by Dr. M.N. Vranda(2009)
- Bell Adjustment Inventory constructed and standardized by Dr. R.K. Ojha (2010)
- Self-Confidence scale constructed and standardized by Dr. R. Agnihotri (2011)
- Academic Anxiety scale constructed and standardized by Dr. A.K. Singh & Dr. A. Sen Gupta (2012)

STATISTICAL TECHNIQUES USED

Following statistical techniques were used to analyses the data:

1. Descriptive statistics such as percentage were worked out to study the general nature of data pertaining to the variables Life Skills, Adjustment, Self-Confidence & Academic Anxiety of senior secondary school students.
2. Pearson’s Product-Moment Correlation (r) was employed to find out the
relationship of Adjustment, Self-Confidence & Academic Anxiety with Life Skills of senior secondary school students.

3. t-test was applied to find out significance of difference between different groups with respect to Life Skills, Adjustment, Self-Confidence & Academic Anxiety.

DELIMITATIONS OF THE STUDY:

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MAIN FINDINGS OF THE STUDY

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:

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

  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, and 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 and 75 students i.e. (15%) who scored more than 423 have high level of Life Skills.

- **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.
• 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.

• 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.
- 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.

- 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.
• **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.

• **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.
• **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.

• **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.

- **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.

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

   It was found that the 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.

• **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.

- 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 school students (22.84) are better in Self-confidence than government school students (20.78). Hence, there exists significant difference in the Self-confidence of private and government senior secondary school students.

- 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.
**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.

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.