CHAPTER - I

INTRODUCTION

In any society rapid change in social, moral, ethical and religious values demand changes in the lifestyle of individuals. Such changes are unavoidable and adolescents are most affected by these changes. Moreover, these changes get involved with physical, psychological and social health of adolescents, resulting in exposure to high risk behaviors. To overcome such difficulties the adolescents need to acquire Life Skills. Indian youth represent a significant proportion of the worldwide population. The stress faced by the adolescents in current situation is gigantic. Research studies show that various psychosocial factors and Life Skills deficits are the mediating factors resulting in behavioral, psychological and health related problems among adolescents. However self esteem, poor communication skills, poor problem solving skills, poor decision making skills and lack of assertiveness were found to be linked with delinquency, smoking, drug abuse, suicidal thoughts and health problems are the other common problems found. Hence there is an urgent need to provide a set of skills for today children and adolescents. The adolescents need to learn how to set goals, prioritize their needs and balance their lives.

A skill is a learned ability to do something well. So Life Skills are the abilities that individuals can develop to live a productive life.

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 (Akbari & Saadatmand, 2014). Life skills are not always taught directly but often learned indirectly through experiences and practices.

Life skills incorporate Interpersonal abilities and psychosocial capabilities that individuals settle on choices to take care of issues, impart viably, fabricate sound connections, think fundamentally and imaginatively, and adapt to dealing with their lives in a profitable and solid way. Basically there are two sorts of aptitudes those identified with deduction named as "speculation abilities" and abilities identified with managing others term as "social aptitudes", while thinking abilities identified with individual level. Social aptitudes incorporate interpersonal abilities and don't rely upon sensible considering. It is the mix of these two sorts of abilities that is required for accomplishing certain conduct and arranging adequately. Feelings can be seen as ability in settling on legitimate choices as well as in having the capacity to make others consent to one's perspective. To do that, coming to term first with one self is required. Therefore, self administration is a noteworthy aptitude incorporating dealing with stress, sentiments, feelings and opposing associate and family weight (Aparna & Raakhee, 2011). Youngsters require both social and deduction abilities for accord building and issues of concern. Life skills are abilities for positive and adaptive behavior that enables persons to deal efficiently with the demands and challenges of day to day life.

UNICEF and WHO agree that life skills are generally applied in various aspects of life. Such as in the context of social and health events like human relationships, learning about social influences on behavior and learning about rights and responsibilities, as well as being taught in the context of health problems. Life skills enable persons to transform attitudes, acquaintance and principles into actual capability i.e. how to do and what to do it. Life skills are abilities that enable individuals to behave in healthy ways, given the motivation to do so and given the scope and opportunity to do so.

The International Bureau of Education (IBE) derives its understanding from the Delor’s four pillars of learning – learning to do, learning to know, learning to be and learning to live together and defines Life Skills as personal management and social skills which are necessary for adequate functioning on an independent basis.
World Health Organisation defines Life Skills as “the abilities for adaptive and positive behavior that enable the individuals to deal effectively with the demands and challenges of everyday life”.

Here ‘adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances and ‘positive behavior’ implies that a person is forward looking and even in challenging situations, can find a ray of hope.

UNICEF has defined life skills as psychosocial and interpersonal skills and generally considered important. The choice of, and emphasis on different skills will vary according to the topic, for example decision making may feature strongly in HIV/AIDS prevention whereas conflict management may be more prominent in a peace education program.

According to UNICEF, it is ultimately the interrelations between the skills that produce powerful behavioral outcomes, especially where this approach is supported by other strategies such as media, policies and health services. UNICEF advances the understanding that the life abilities approach can be effective, if the accompanying is attempted together:

The Skills This includes a gathering of psychosocial and interpersonal abilities which are interlinked with each other. For instance, basic leadership is probably going to include imaginative and basic deduction parts and esteem examination (Bender & Lombard 2015).

Content To adequately impact conduct, aptitudes must be used in a specific substance region. What are we settling on choices about? Finding out about basic leadership will be more significant if the substance is pertinent and stays steady. Such substance territories as depicted could be medication utilize, HIV/AIDS anticipation, suicide avoidance or whatever the substance territory, an adjustment of three components should be considered: learning, mentalities and abilities.

Methods Aptitudes based instruction can’t happen when there is no communication among members. It depends on gatherings of individuals to be compelling. Interpersonal and psychosocial aptitudes can’t be gained from sitting alone and perusing a book. On the
off chance that this approach is to be effective, every one of the three segments, Life Skills, substance and technique ought to be set up. This successfully implies Life Skills can be learnt using certain techniques and devices.

1.1 Criteria for using Life Skills

Many countries are now considering the development of Life Skills education in response to the need to reform traditional education systems, which appear to be out of step with the realities of modern social and economic life. Problems such as violence in schools and student drop-out are immobilizing the ability of school systems to achieve their academic goals. Furthermore, in addition to its wide-ranging applications in primary prevention and the advantages that it can bring for education systems, Life Skills education lays the foundation for learning skills that are in great demand in today’s job markets (Botvin, G. J., & Griffin, K. W. (2014)).

Life Skills are essential for the promotion of healthy child and adolescent development. Life Skills education contributes to basic education, gender equality, democracy, good citizenship, child care and safety, quality and efficiency of the education system, the promotion of lifelong learning and the promotion of peace. It was also suggested that the learning of Life Skills might contribute to the utilization of appropriate health services by young people.

Areas of primary prevention for which life skills are considered essential include: Adolescent pregnancy, HIV/AIDS, violence, child abuse, suicide, and problems related to the use of alcohol, tobacco and other psychoactive substances, injuries, accidents, racism, conflict, environmental issues (G., Purves, R., Bryce, S., McKell, J., Gordon, R. & Angus, K. 2011).

UNICEF recognizes the accompanying criteria to guarantee an effective life Skills based training:

• It assures address information, attitude change, as well as, more significantly, behaviour change.

• Traditional "data based" methodologies are not adequate to yield changes in states of mind and practices. For instance, an address on "safe conduct" won't really prompt to
the act of safe conduct. In this way, the address ought to be substantiated with activities and circumstances where members can rehearse safe conduct and experience its effects. The grown-up learning hypothesis underlines that grown-ups learn best that they can connect with their experience and practice.

- It will work best when expanded or fortified. In the event that a message is given once, the mind recalls just 10 percent of it one day later, and when a similar message is given six times a day, the cerebrum recollects 90 percent of it. Consequently there is have to rehash, recap, fortify and audit.

- It will work best if consolidated with arrangement improvement, access to proper wellbeing administrations, group advancement and media.

**Promoting the teaching of Life Skills**

In promoting the teaching of Life Skills, the WHO is promoting the teaching of abilities that are often taken for granted. However, there is growing recognition that with changes in lifestyles, many young people are not sufficiently equipped with Life Skills to help them deal with the increased demands and stresses they experience. They seem to lack the support required to acquire and reinforce life skills. It may be that traditional mechanisms for passing on Life Skills (e.g. family and cultural factors) are no longer adequate considering the influences that shape young people's development. These include media influence and the effects of growing up in situations of cultural and ethnic diversity. Also the rapid rate of social change, witnessed in many countries, makes the lives of young people, their expectations, values, and opportunities very different from that of their parents (Darden, C.A., Ginter, E.J., Earl, J., & Gazda, G.M. 1996).

Life Skills for psychosocial competence need to be distinguished from other important skills that we hope young people will acquire as they grow up, such as numeracy, reading, technical and practical "livelihood" skills. These and other skills are usually recognized as abilities that young people should learn, either in schools, at home or in their communities. Life Skills are being promoted so that they can gain recognition as essential skills that should be included in the education of young people.
Life Skills Education

Adolescence is a period of experimenting, experiencing and expanding. Adolescents need help and guidance in decision-making, problem solving, critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress and managing emotions. The disobedience and dislike for parental interruption usually keeps parents at cry because teenagers do not like the idea of help and guidance from parents. However, this may not always be so. Beneath frequent violent outbursts, sudden mood swings and related interpersonal problems of an adolescent, there may be a person crying out for professional help (Eslaminasab, M., Malek Mohamadi, D., Ghiasvand, Z., & Bahrami, 2011). All adolescents need support and guidance. When parents find it difficult to handle signs of trouble, professional help should be sought at the earliest.

For health promotion, Life Skills education is based on the teaching of generic Life Skills and includes the practice of skills in relation to major health and social problems. Life Skills lessons should be integrated with health information and may also be integrated with other approaches, such as programmed designed to effect changes in social and environmental factors which influence the health and development of young people.

In Life Skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, role playing, gaming, brainstorming and debates. A Life Skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about a particular situation in which a particular Life Skill can be used (Jeffrey, P. & Blinnie, E. 1993). The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios and take part in activities that allow them to practice the skills in different situations. Actual practice of skills is a vital component of Life Skills education.

Finally, the teacher will assign homework to encourage the children to further discuss and practice the skills with their families and friends. Life Skills have already been taught in many schools around the world. Some initiatives are in use in just a few
schools, whilst in other countries, Life Skills programs have been introduced in a large proportion of schools and for different age groups. In some countries, there are several important Life Skills initiatives, originating in different groups in the country e.g. Non-governmental organizations, education authorities, and religious groups (Jenaabadi, H. 2015).

The school is an appropriate place for the introduction of Life Skills education because of the following reasons:-

- The role of schools in the socialization of young people;
- Access to children and adolescents on a large scale;
- Economic efficiencies (uses existing infrastructure);
- Experienced teachers already in place;
- High credibility with parents and community members;
- Possibilities for short and long term evaluation.

Even in countries where a significant proportion of children do not complete schooling, the introduction of Life Skills education in schools should be a priority. Life Skills education is highly relevant to the daily needs of young people. When it is part of the school curriculum, the indications are that it helps to prevent school drop-out. Furthermore, once experience has been gained in the development and implementation of a Life Skills programs for schools, this may help with the creation and administration of programs for other settings.

**Life skills are grouped into three broad categories of skills**- Emotional skills for managing stress, emotions & resisting peer pressure, Inter-personal skills for communicating and interacting effectively with others and skills for analyzing and using information.

(a) Emotional skill
(b) Social or Inter-personal skill
(c) Cognitive or thinking skill
These basic categories further include the following skills.

- Communication Skills
- Assertiveness Skills
- Cooperation Skills
- Empathy
- Problem Solving
- Critical Thinking
- Creative Thinking
- Decision Making
- Self Awareness
- Managing Stress
- Managing Emotions
- Resisting peer pressure

Figure A.1

WHO has identified ten core Life Skills and they are as follows:

Figure A.2
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. 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 to control our levels of worry, by changing our surroundings the 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 is interrelated and strengthens each other. Together, they are in charge of our psychosocial capability; assemble our self-regard and self viability and support comprehensive advancement (UNICEF, 2012).

1.2 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 (Agliata, A., & Renk, K. 2008).

Conformity issue begins appropriate from the introduction of and proceeds till death, different circumstances emerge at home, 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.

The battle between the necessities of the individual and outer strengths is a persistent battle since time godlike. As per the Darwin hypothesis of development, those species which adjusted effectively to the requests of living, survived and increased while others, who did not, ceased to exist (Aleem, S. & Rastogi, L. 2007). Subsequently adjustment or change in oneself as per the outer environment is a fundamental requirement for survival. However the idea of conformity is not as straightforward as
adjustment. Therapist and researchers contrast extensively in deciphering its importance and nature.

**Meaning of Adjustment**

The word ‘adjust’ is rooted in the Latin word ‘ad’ and ‘Justus’ meaning roughly ‘towards the just or right’.

**In English**

The meaning of adjustment is different, of course, but still covers the idea of moving into correct as proper relations with the environment.

**Dictionary Meaning**

Dictionary meaning of word ‘adjustment’ is to fit, to make suitable, to adopt, to arrange, to modify, to harmonize or to make correspondence between two things.

**Encyclopedia**

Adjustment if explained as the process of behaviour by which man and other animals maintain equilibrium in their needs and demands of the environment.

**According to Psychology**

Adjustment refers to an individual’s characteristics, understanding of reaction to and manner of solving problematic situation, which he experiences. Degree of adjustment may arrange from exceptionally adequate behaviour to maladjustment. According to popular usage, however, an adjusted person is one who confirms to culturally accepted norms, customs and general ways of life. A person is considered to be maladjusted if he is unable or unwilling to adopt one or more aspects of his behaviour to confirm to the so-called normal behaviour. The term adjustment is defined by different authors in many ways for example:

‘Adjustment is the process whereby an individual enters into harmonious or healthy relationship with his environment, physical and social’

-Duncan
‘We can think of adjustment as psychological survival in the same way as biologist use the term adaptation to describe physiological survival’ -Haller

‘Adjustment is the establishment of a satisfactory, representing harmony, conformance adaptation or the like’ -Webster

‘Adjustment is a process by which living organisms maintain the balance between its need and circumstances that influence the satisfaction of these needs.’ -Shaffer

Goods in his ‘Dictionary of education’ has defined psychological adjustment as a process of finding and adopting modes of behaviour suitable to the environment to change in environment.

Any operation where by an organism or organ becomes more favorable related to environment or to the entire situation environmental and internal. Biologically, A change or acquired characteristics in an organism that enables him to meet the requirement of his environment. -Coleman (1960)

‘The process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment is called adjustment.’ -Schneiders (1965)

‘We can define it most simply as a process involving both mental and behavioural responses, by which an individual strives to cope with inner needs, tensions, frustrations and conflicts and to bring harmony between these inner demands and those imposed upon him by the world in which he lives.’ -Hussain (1985)

“Adjustment” can be defined as a process of altering one's behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment.

Conformity is a behavioral procedure by which a man keeps up adjust among different needs that are experiences at a given purpose of time; Each and every circumstance of life requests that the individual concerned ought to have the capacity to
viably perform as per some directing standards and ought to have the capacity to strike an adjust among different strengths. Modification is characterized a procedure wherein ones forms varieties in the conduct to accomplish concordance with oneself, others or with the earth. Conformity has been broke down as an accomplishment and also a procedure in brain research. Translating alteration as an accomplishment would request successful execution in doing what one was relied upon to and occupied with. This would mean judging the quality on specific parameters. However therapists have been intrigued to look at alteration as a procedure. This involves analyzing the association of the person with the outer world. In the event that the relationship between the individual and his/her surroundings is as per the standards then the modification is accomplished (Arvindgiri, K. & Aparnath, 2014).

**Characteristics of a Well-Adjusted Person**

A well-adjusted person possesses the following characteristics:

1. **Awareness of his own qualities and impediments.** A balanced individual knows his own qualities and shortcomings. He tries to make capital out of his benefits in a few zones by tolerating his constraints.

2. **Respecting himself as well as other people.** The abhorrence of one-self is a normal side effect of maladjustment. A balanced individual has regarded for himself and in addition for others.

3. **A sufficient level of yearning.** His level of yearning is neither too low nor too high as far as his own qualities and capacities. He doesn't attempt to go after the star furthermore does not apologize over selecting a less demanding course for his headway.

4. **Satisfaction of essential needs.** His essential natural, passionate and social needs are full fulfilled or during the time spent being fulfilled. He doesn't experience the ill effects of enthusiastic yearnings and social separation. He feels sensibly secure and keeps up his self-regard.

5. **Absence of basic or blame discovering demeanor.** He acknowledges the decency in items, individuals or exercises. He doesn't attempt to search for shortcoming and
flaws. His perception is logical as opposed to basic or correctional. He enjoys individuals, respects their great qualities, and wins their warmth.

6. **Flexibility in conduct.** He is not unbending in his state of mind or lifestyle. He can without much of a stretch oblige or adjust to changed conditions by rolling out fundamental improvements in his conduct.

7. **The ability to manage unfriendly conditions.** He is not effortlessly overpowered by antagonistic conditions and has the will and the valor to oppose and battle chances. He has an innate drive to ace his surroundings instead of to inactively acknowledge it.

8. **A sensible acknowledgment of the word.** He holds a sensible vision and is not given to flights of favor. He generally plans, thinks and acts syntactically.

9. **A sentiment eases with his environment.** A balanced individual feels happy with his environment. He fits in well in his home, family, neighbor-hood and other social environment. On the off chance that an understudy, he loves his school, classmates, instructors, and feels happy with his every day schedule. When he enters a calling, he has adoration for it and keeps up his energy and excitement in spite of all chances.

10. **An adjusted rationality of life.** A balanced individual has a theory which provides guidance to his life while keeping in view the requests of changed circumstances and conditions. This philosophy is centered on the demands of his society, culture, and his own self so that he does not clash with his environment or with himself (Mangal, 2007).

**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.

**Factors related to Adjustment in the family:**

As indicated by the Continuity see, the part of the early parent-kid relationship assumes essential part in developing relations with individuals for the duration of the life expectancy. Parental connection and the way of the family procedure greatly affect the alteration procedure.

**Parental divorce**

The offspring of the separation family demonstrate poorer modification than their partners in non separated families. The individuals who have encountered different separations are at more serious hazard.
Stepfamilies

Because of increment in the separation rate and re-marriage the quantity of the progression families likewise expanded. Like the separated families, youngsters and youths in the progression families have additionally modification issues as contrast with their partner in the natural families or non separated families. Their issues are much similar to that of the offspring of separated families-Academic issues, externalizing and disguising issues, bring down self regard, misconduct etc.

Single-mother family

Kids living in single parent family structures will probably report maladjustment when contrasted with those living in none separated two natural parent family structures.

Working mothers

Working mother, who come to home after 2 o’ clock or after 4 o’ clock give watchful thought to their youths in view of absence of time and store of work. This situation impacts the children in two ways: it is conceivable that they get the chance to be unmistakably changed in accordance with the earth in which they live or they develop certain similarity issues.

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.

Mental health can’t be achieved without physical health. So, it is quite true that “a sound mind lives in a sound body.” For achieving an optimal level of mental health, one has to first acquire adequate physical health. Psychological well-being has much more extensive degree than physical wellbeing as it goes for the advancement of entire some adjusted and concordant identity, emotional wellness signifies a condition of adjust or
balance of our brain (González, L.M. & Ting, M.R. 2008). Emotional well-being helps the person to look for a concordant association with his self and environment.

**Factors effecting Health Adjustment**

**Residential area**: The place one has been bought up may have impact on the makeup of the person. If a person lives near the polluted area, he will get ill usually. It affects the health of the person.

**Balanced diet**: A proper balanced diet improves the health of a person but an improper diet affects the health of a person. It can create malnutrition in them.

**Drugs**: Intake of drugs among students can cause severe health issues in them. It weakens the immune system and increases the susceptibility to infections.

**Socio Economic Status**: Individual is assessed by their socio economic status. It affects the outcome of the individual by interacting in his life situations.

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 (Mahmoudi, 2012).

**Components of Social Adjustment**

One’s adjustment with his social setup started from his parents, home and family and extended to the neighborhood, state country and encircling whole world, is quite essential for the welfare of his own and the society.
Home and Family Adjustment:

Home is the first and primary society an individual is exposed. In fluids up one’s personality. One should feel the comfort and satisfaction is one’s home in the spirit of “Sweet Home”. He must have proper cordial relationship and behavioral adjustment with the members of his family. One who is fed up with his family environment and likes to spend most of time outside the home so as to avoid the company of the family members is surely a person who is seriously lacking in terms of his home and family adjustment. Contrary to this, when the home and family environment are quite co-operative and congenial the members of the family get proper opportunity for the satisfaction of their mutual personal needs and social obligations. In such encouraging mutually sharing, loving and peaceful environment each member works for the progress and welfare of the other besides the development of this own. Such family environment provides a reasonable insurance for the total adjustment and well being of all the members of the family.

Adjustment with Peer Group and Relatives:

The social circle of one’s friends and relatives is closely linked with the social environment of his home and family. One’s behavior and personality development is very much influenced, guided and patronized by one’s relatives and friends. There are the persons who come to our help in hour of our need. One may feel secure and satisfied if he has cordial, congenial and harmonious relations with his relatives and friends. In this way the key of one’s adjustment lies in getting along well with his friends and relatives

Adjustment with Neighbours and Community:

Next to our home are the neighbor-hood and the community. Most of our physical, psychological and social needs are fulfilled through proper communication exchange, good will and spirit of co-operation maintained with neighbors and other members of the community. We cannot live in harmony and peace with spoiled relationship with our immediate neighbours and members of the community. It is always better to try our best to get along well with our neighbours and members of the community. Slowly this spirit of togetherness, bond of friendship, co-operation and peaceful living should be extended
to the boundaries of one’s nation and even to the world as a chose knit family.

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.

Psychologists have interpreted adjustment from two important points of view one, adjustment as a process and other, adjustment as an achievement. The first point of view emphasizes the process by which an individual adjusts in his external environment and second lays emphasis on the quality or efficiency of adjustment. Now let us examine both of these in details.

**Adjustment as Achievement**

Alteration can be translated as both process and the result of the procedure as a few accomplishments. At the point when a poor youngster think about toward the side of a play ground in light of the fact that in home he has not appropriate place to study he is said to be presently alteration. As a consequence of that modification he accomplishes great graduates in examination. Consequently modification implied as an accomplishment means how the adequacy with which an individual can work in changed conditions.
Adjustment a Continuous Process

The procedure of alteration is nonstop. It begins at one's introduction to the world and goes ahead without stop till one's passing. A man and in addition his surroundings is continually changing as likewise are his needs as per the requests of the changing outside environment. Thusly, the procedure or terms of an individual's conformity can be relied upon to change from circumstance to circumstance and there is in no way like attractive or finish alteration which can be accomplished for the last time. It is something that is constantly achieved and re-achieved by us (Mangal, 2008).

1.3 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-Confident does not imply that people will have the capacity to do everything. Self-Confident individuals have desires that are practical (Ampadu, E. 2009). Notwithstanding when some of their desires are not met, they keep on being sure and to acknowledge themselves. Self-assurance 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 (Asghari, F., Sadeghi, A. & Aslani, K. 2013). 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- Confidence 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, fearless 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 (Dhall, S. & Thukral, P. 2009).

**Characteristics of Healthy Self-Confident Person**

- A willingness to try new things, take opportunities and take risks
- An ability to seem competent and controlled in challenging situations
- A deep trust in own abilities and skills
- Ability to accept criticism
- Ability to say what one thinks, feels or believes without fear
- Ability to self - directed in life
- Ability to make decisions and fully accept responsibility for the consequences
- Ability to bounce back from failures
- Adaptability and flexibility
- A willingness to feel the fear and do it any way

Self-confidence is affected by a few variables. Distinguishing these variables will permit us to utilize an assortment of ways to deal with fabricate remarkable certainty from each edge. Here are seven things that apply a solid impact on our feeling of self-confidence (Geeta, S.P. & Laxmi, A. 2006):

1) **Self-Esteem** By and large, self-assurance is impacted without anyone else's input regard. Sentiments of uselessness (low self-regard) will limit affect general self-assurance. In any case, you can in any case encounter large amounts of Self-Confidence in particular ranges in which you exceed expectations. Then again, a solid self regard makes it much less demanding to feel sure about your capacities in every aspect of life.
2) **Past Results** In the event that we have a record of delivering our proposed result in any range, we will be slanted to feel certain about our capacity to copy that achievement. In any case, on the off chance that we have attempted and bombed more than once, it will be hard to feel sure about our capacity to succeed. Thus, certainty has a tendency to develop or recoil in view of the outcomes we create.

3) **External Feedback** At the point when the general population around you, particularly those you regard, express trust in your capacities it truly supports your Self-Confidence. A similar thing can happen when you see an associate, or even somebody less qualified, fulfill something you need to do. This can make a mentality of: "In the event that they can do it, I can do it." It may not appear like quite a bit of an impact, but rather this sort of state of mind has given individuals the certainty to achieve things they never would have endeavored something else.

4) **Body Language** You might imagine that your non-verbal communication just influences the way other individuals see you, yet there is entirely to it. Your non-verbal communication, including your stance, motions, outward appearances, stride, and mindfulness, all send intense signs to your own particular sensory system. Each demeanor and disposition has relating non-verbal communication, including sentiments of certainty. On the off chance that your body is sending signs to your sensory system that relate to individual certainty, your state of mind will change in accordance with fit with those signs.

5) **Speech** Other than non-verbal communication, what for the most part alarms you to the certainty level of someone else? It's what they say, and how they say it. There is a colossal contrast in the discourse of those with extraordinary certainty when contrasted with those tormented with self-question. Like non-verbal communication, your discourse additionally sends capable signs to your sensory system. Your discourse affects your level of fearlessness.

6) **Self Talk** This is the correspondence that nobody else sees or listens. Self talk is the thing that forms those quiet discussions we have with ourselves. Minimal inside expressions like: "OK, approach to go" tell our sensory system that we favor.
Different expressions like: "You numbskull, what's your issue" send a totally extraordinary message. We can utilize self converse with develop our self-assurance or to destroy it.

7) **Expectation** Regardless of whether we feel sure about our own particular capacities is specifically affected by the desires we put on ourselves. On the off chance that we hope to exceed expectations at some to a great degree troublesome undertaking the first occasion when we attempt it, we could set ourselves up for disappointment. Do this time after time and your certainty will get hammered. On the off chance that we have more sensible desires and experience achievement, our certainty will develop. This is a range where adjust is fundamental (Kour, H. 2006).

1.4 **ACADEMIC ANXIETY**

Anxiety is a standout amongst the most examined wonder in brain research. 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 (Alam, M.M. 2001).

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.

Scholarly nervousness 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. Scholastic tension might be just viewed as turmoil when it happens without a calculable degree or a sort of risk or threat. As per Freud, tension is an intrinsic reaction each time our oblivious feels debilitated or focused. Scholastic nervousness 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 scholarly nervousness among the school kids. They have a ton of stress, scholastic weight, pressures on them. This prompted to numerous identity issues among them (Allen, J.O. 1991). 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.
1.5 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, Madhu, Karamvir, Batra, 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 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. No study has been conducted by taking these four variables for senior secondary school students. 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.

1.6 TITLE OF THE STUDY

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

1.7 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 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. Generally, anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment, etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions including teacher, certain subjects like Mathematics, English, etc. In the present study academic anxiety of the students can be measured by Academic Anxiety scale developed by A.K.Singh and A.SenGupta.

1.8 **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.

1.9 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.

1.10 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, Kuruksatra, Kaithal, Yamunanagar and Ambala districts only.

4. The students in grade 11th only.