

To study the self-confidence, academic anxiety and life skills of private and government senior secondary school students

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Abstract

There are so many factors which are known to affect the Life skills of Senior Secondary school students. The relationship among self-confidence, academic anxiety and life skills of private and government senior secondary school students has been of interest of so many researchers. So the investigator is keenly interested in finding out relationship among self-confidence, academic anxiety and life skills of private and government senior secondary school students. It was found that females in private school were more confident. However there is same academic anxiety in private and government school students. There is no significant difference in the Life Skills of Private and Government Senior School Students, but in creative thinking and creative thinking there is significance difference.

Keywords: life skills, self-confidence, academic anxiety

1. Introduction

In any society rapid change in social moral ethical and religious values demand changes in the life style of individuals such changes are in evitable and adolescents are most affected by these changes moreover these changes interfere with physical, psychological, mental 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.

Life Skills are defined as those abilities, attitudes, knowledge and behaviors 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.

The World Health Organization has defined Life Skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life." UNICEF defines Life Skills as, "a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills." The UNICEF definition is based on research evidence that suggests that shifts in risk behavior are unlikely if knowledge, attitudinal and skills-based competency are not addressed.

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

- **Decision Making** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions are likely to have.
- **Problem Solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical stress.
- **Empathy** is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one - way traffic. Worst we will be

acting and behaving according to our self – interest and are bound to run into problems.

- **Self - Awareness** includes our recognition of ourselves, of our character, of our strength and weaknesses, desires and dislikes. Developing self- awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.
- **Effective Communication** means that we are able to express ourselves, both verbally and non- verbally, in ways that are appropriate our cultures and situations. This means being able to express opinions and desires, and also needs and fears, and it may mean being able to ask for advice and help in a time of need.
- **Interpersonal Relationship** skills help us to relate in positive ways with the people we interact with. This may be able to make and keep friendly relationships, which can be of great importance our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.
- **Coping with Emotions** means involving recognizing emotions within us and others, being aware of how emotions influence behavior and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.
- **Coping with Stress** means recognizing the sources of stress in our lives, recognizing how this affects us and acting in ways that help us control our levels of stress, by changing our environment of life styles and learning how to relax.
- **Critical Thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as

values, peer pressure and media.

- **Creative Thinking** is a novel way of seeing or doing things that is characteristics of four components – fluency (generating new ideas) flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas)

2. Objectives of the study

1. To compare the life-skills of private and government students of senior secondary school.
2. To compare the self-confidence of private and government students of senior secondary school.
3. To compare the academic anxiety of private and government students of senior secondary school.

3. Hypotheses of the study

1. There exists no significant difference between the life skills of the private and government students of senior secondary school.
2. There exists no significant difference between the self-confidence of the private and government students of senior secondary school.
3. There exists no significant difference between the academic anxiety of the private and government students of senior secondary school.

Sample

The sample of the present study comprises of 500 students from 11th standard of urban locality. It is taken from Panchkula, Kurukshetra, Kaithal, Yamunanagar and Ambala districts of Haryana. It comprises of 250 private and 250 government students from these schools. For the present study the investigator used random sampling technique to select the sample.

4. 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.

5. Interpretations and results

Table 1: Comparison of Private and Government Senior Secondary Schools Students on Decision Making (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Sec. Schools N=250	32.10	5.51	0.208	Not Significant
Govt. Senior Secondary Schools N=250	32.00	5.63		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Decision making (Dimension of Life Skill) indexes by Life Skill are 32.10 and 32.0 respectively with respective standard deviation of 5.51 and 5.63. The obtained t-ratio is 0.208 which is not significant. This shows there is no significance difference between Private and Govt. students of

Senior Secondary School on Decision Making. So null hypothesis no.1 is accepted. It depicts that Private and Govt. students of senior secondary schools are not different on their Decision making.

Table 2: Comparison of Private and Government Senior Secondary Schools students on Problem Solving (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	42.95	7.47	1.397	Not Significant
Govt. Senior Secondary Schools N=250	41.97	8.91		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Problem Solving (Dimension of Life Skill) indexes by Life Skill are 42.95 and 41.97 respectively with respective standard deviation of 7.47 and 8.19. The obtained t-ratio is 1.397 which is not significant. This shows there is no significance difference between Private and Govt. students of Senior Secondary School on Problem Solving. So null hypothesis no.1 is rejected.

Table 3: Comparison of Private and Government Senior Secondary Schools students on Empathy (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	39.13	7.12	1.668	Not Significant
Govt. Senior Secondary Schools N=250	38.08	6.93		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Empathy (Dimension of Life Skill) indexes by Life Skill are 39.13 and 38.08 respectively with respective standard deviation of 7.12 and 6.93. The obtained t-ratio is 1.668 which is not significant. This shows there is no significance difference between Private and Govt. students of Senior Secondary School on Empathy. So null hypothesis no.1 is accepted.

Table 4: Comparison of Private and Government Senior Secondary Schools students on Self-Awareness (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	33.48	7.12	1.329	Not Significant
Govt. Senior Secondary Schools N=250	32.67	6.45		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Self-Awareness (Dimension of Life Skills) indexes by Life Skill are 33.48 and 32.67 respectively with respective standard deviation of 7.12 and 6.45. The obtained t-ratio is 1.329 which is not significant. This shows there is no significance difference between Private and Govt. students of Senior Secondary School on Self-Awareness. So null

hypothesis no.1 is accepted.

Table 5: Comparison of Private and Government Senior Secondary Schools students on Communication Skill (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	32.34	6.46	1.5963	Not Significant
Govt. Senior Secondary Schools N=250	31.49	5.49		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Communication Skill (Dimension of Life Skill) indexes by Life Skill are 32.248 and 31.58 respectively with respective standard deviation of 6.11 and 5.859. The obtained t-ratio is 1.2477 which is not significant. This shows there is no significance difference between female and male students of Senior Secondary School on communication Skill. So null hypothesis no.1 is accepted. It depicts that female and male both students communication skill is equal.

Table 6: Comparison of Private and Government Senior Secondary Schools students on Interpersonal Relationship (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	58.64	10.22	0.022	Not Significant
Govt. Senior Secondary Schools N=250	58.66	9.62		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Interpersonal Relationship (Dimension of Life Skill) indexes by Life Skill are 58.64 and 58.66 respectively with respective standard deviation of 10.22 and 9.62. The obtained t-ratio is 0.022 which is not significant. This shows there is no significance difference between Private and Govt. students of Senior Secondary School on Interpersonal Relationship. So null hypothesis no. 1 is accepted.

Table 7: Comparison of Private and Government Senior Secondary Schools students on Coping with Emotions (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	29.42	5.72	1.4503	Not Significant
Govt. Senior Secondary Schools N=250	28.65	6.11		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Coping with Emotion (Dimension of Life Skill) indexes by Life Skill are 29.42 and 28.65 respectively with respective standard deviation of 5.72 and 6.11. The obtained t-ratio is 1.450 which is not significant. This shows there is no significance difference between Private and Govt. students of

Senior Secondary School on Coping with Emotion. So null hypothesis no.4 is accepted. It depicts that Private and Govt. students of senior secondary schools are not different on their coping with emotions.

Table 8: Comparison of Private and Government Senior Secondary Schools students on Coping with Stress (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	28.31	5.67	0.3707	Not Significant
Govt. Senior Secondary Schools N=250	28.13	5.18		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Coping with Stress (Dimension of Life Skill) indexes by Life Skill are 28.31 and 28.13 respectively with respective standard deviation of 5.67 and 5.18. The obtained t-ratio is 0.3707 which is not significant. This shows there is no significance difference between Private and Govt. students of Senior Secondary School on Coping with Stress. So null hypothesis no.1 is accepted.

Table 9: Comparison of Private and Government Senior Secondary Schools students on Creative Thinking (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	45.55	8.69	2.158	Significant
Govt. Senior Secondary Schools N=250	43.93	8.13		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Creative Thinking (Dimension of Life Skill) indexes by Life Skill are 45.55 and 43.93 respectively with respective standard deviation of 8.69 and 8.13. The obtained t-ratio is 2.158 which is significant at 0.05 level. This shows there is significance difference between Private and Govt. students of Senior Secondary School on Creative Thinking. So null hypothesis no. 1 is rejected. It depicts that Private students are more creative than their counterparts of Govt. students.

Table 10: Comparison of Private and Government Senior Secondary Schools students on Critical Thinking (Dimension of Life Skills)

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	32.48	6.36	2.251	Significant
Govt. Senior Secondary Schools N=250	31.26	5.74		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Critical Thinking (Dimension of Life Skill) indexes by Life Skill are 32.48 and 31.26 respectively with respective standard deviation of 6.36 and 5.74. The obtained t-ratio is 2.251 which is significant at 0.05 level. This shows there is

significance difference between Private and Govt. students of Senior Secondary School on Critical Thinking. So null hypothesis no.1 is rejected. It depicts that Private students are more Critical Thinker than their counterparts of Govt. students.

Table 11: Comparison of Private and Government Senior Secondary Schools students on Self- Confidence

Group	Mean	S.D.	t-Ratio	Level of Significance
Govt. Senior Secondary Schools N=250	22.84	10.29	2.268	Significant
Private Senior Secondary Schools N=250	20.78	9.93		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Self Confidence are 22.84 and 20.78 respectively with respective standard deviation of 10.29 and 9.93. The obtained t-ratio is 2.286 which is significant at 0.05 level. This shows there is significance difference between Private and Govt. students of Senior Secondary School on Self-confidence. So null hypothesis no. 3 is rejected. It depicts that Private students are more self-confident than their counterparts of Govt. students.

Table 12: Comparison of Private and Government Senior Secondary Schools Students on Academic Anxiety

Group	Mean	S.D.	t-Ratio	Level of Significance
Private Senior Secondary Schools N=250	10.30	3.23	1.71	Significant
Govt. Senior Secondary Schools N=250	9.81	3.20		

t=1.98>0.05
t=2.62>0.01

Mean scores of Private and Govt. students of Sr. Sec. School on Academic Anxiety 10.30 and 9.81 respectively with respective standard deviation of 3.32 and 3.20. The obtained t-ratio is 1.71 which is not significant. This shows there is no significance difference between Private and Govt. students of Senior Secondary School on Academic Anxiety. So null hypothesis no.4 is accepted. It depicts that Private and Govt. students of senior secondary schools are not different on their Academic Anxiety.

6. Main findings

- Findings of the present study on comparison of private and government Senior Secondary Schools students on Life Skills show that private students are more efficient on Life Skills as compared to government students. The findings show that private students are more mature in creative and critical thinking than government students. In other dimensions of Life Skill results show that there is no significance difference between private and government students of Senior Secondary schools.
- Findings of the present study on comparison of private and government senior secondary school students on Self-confidence shows that there is significance difference between private and government students on self-

confidence. It depicts that private students are more self-confident than government students.

- Findings of the present study on comparison of private and government senior secondary school students on Academic Anxiety shows that there is no significance difference between private and government students on Academic Anxiety. So, both of them have Academic Anxiety.

7. Educational implications

Finding of the present study indirectly depicts the need to organize the programs in school of the assessment of adjustment and self-confidence. Study depicts that government students must be aware about their health and they must be social and emotional 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 private students have high level of life skills and government students have average or low level of life skills. Thus, there is a need of integrating life skills in the curriculum of schools as well as colleges. Research studies show that development of life skills in the students have increased their academic achievement, reduced the violence in the schools and prevented the students from the abuse of drugs and alcohol 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, help in controlling the emotions and making the right decisions in life.

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