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## Life Skills and Self-Concept of Adolescents in Kuzhithurai Educational District

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*The phase between 12 years and 18 years in human developments is commonly considered as the adolescent's period. It is a critical phase of development and is the transition period from childhood to adulthood. During adolescence the students have to develop certain life skills that will help them to grow into caring and responsible adults. Life skills help to boost self- concept of adolescents. The present study was conducted to assess the life skills and self-concept of adolescents studying in Kuzhithurai educational district. 200 students were selected randomly from 10 schools. Result shows that a negative correlation was found between life skills and self-concept of adolescents.*

Keywords: Education, Institution, Information, Power and Skills.

### Introduction

Education is a continuous and creative process. Its aim is to develop the capacities latent in human nature and to co-ordinate their expression for enrichment and progress of the society by equipping children with spiritual, moral and knowledge. Education is an ever-widening concept and is as old as the human race. Even since the dawn of civilization man directly or indirectly has been trying to educate him in order to meet the changing demands of life. Education is an effort of the senior people to transfer their knowledge to the younger members of society. It is thus an institution, which plays a vital role in integrating an individual with his society and in maintaining the perpetuation of culture.

Education is the process of facilitating learning or the acquisition of knowledge skills, values, beliefs and habits. Life Skills are defined as psychosocial abilities for adaptive and positive behaviour that enable 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 interpersonal skills for communicating and interacting effectively with others.

Self-concept is the organized configuration as perception of the self which are admissible to awareness. It is a set of relatively stable self- attitude which is not only descriptive but also

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evaluate. The dimensions of self-concept taken into account are behaviour. It is the outward manifestation of the personality as viewed by the individual himself.

### Need and Significance of the Study

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. Adolescents is the stage of great stresses and strain. The children of this age are quite perplexed and worried about their somatic variations and sudden changes in their total appearance, behaviour and attitude of the others towards them. They have a self-concept in the adolescent's stage. Life skills would help the level of the self-concept of adolescents.

The self-concept plays a vital role and has vital significance in the existence and life of an individual. If a person understands and realizes himself in a right way, he develops positive self-concept and he turns into a star. If he does not understand and realize himself in a right way, he develops negative self-concept and turns into a waste. The self- arises and develops in a continuous context of social interaction and experience and in turn influences the same. Having thus analyzed the investigation has chosen the following topic as her field of investigation.

### Objectives of the Study

- To find out whether there is any significant difference between the life skills of the adolescents with regard to Gender.
- To find out whether there is any significant difference between the life skills of the adolescents with regard to Medium.
- To find out whether there is any significant difference between the self-concept adolescents with regard to Gender.
- To find out whether there is any significant difference between the self-concept of the adolescents with regard to Medium.
- To find out whether there is any significant relationship between life skills and self-concept of adolescents.

### Hypotheses of the Study

- There is no significant difference between Life Skills of the Adolescents with respect to their Gender.
- There is no significant difference between Life Skills of the Adolescents with respect to their Medium.
- There is no significant difference between Self-Concept of the Adolescents with respect to their Gender.
- There is no significant difference between Self-Concept of the Adolescents with respect to their Medium.
- There is no significant relation between Life Skills and Self-Concept of the Adolescents.

### Method used for the Present Study

The investigator has used survey method to study the relationship between the Life Skills and Self-Concept of the Adolescents.

### Population & Sample

The sample selected for the present study consists of 200 students from 9 higher secondary schools in Kuzhithurai Educational District.

### Description of the Tool & Data Collection

The difficulty level and discriminative power was calculated for each item. The difficulty index of good item is considered to be ideal so the difficult level of below and above the range is neglected. According to these three statements were deleted. The final self-concept scale consists of 63 statements. In order to find out the Life Skills Scale of Adolescents the investigator has used Life Skills Scale of Jacobs, Oliver &Gumede. It consists of 37 statements. The present Inventory is an attempt to measure quantitatively the Life Skills as perceived by the students.

### Analysis of data

H1: There is no significant difference between Life Skills of the Adolescents with respect to their Gender.

Table – 1

Difference between Life Skills of the Adolescents with respect to their Gender

Variables	Mean	SD	t-value	p-value	Remarks 5%Level
Male	17.56	4.877	3.282	0.50	NS
Female	19.71	4.300			

From the table 1, it is clear that the p-value (0.50) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses are accepted. It shows that there is no significant difference between Adolescents belonging to Gender in their Life Skills.

H2: There is no significant difference between Life Skills of the Adolescents with respect to their Medium.

Table – 2

Difference between Life Skills of the Adolescents with respect to their Medium

Variables	Mean	SD	t-value	p-value	Remarks 5%Level
Tamil	18.53	4.186	0.142	0.60	NS
English	18.63	5.257			

From the table 2, it is clear that the p-value (0.060) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses are accepted. It shows that there is no significant difference between Adolescents belonging to Medium in their Life Skills.

H3: There is no significant difference between Self-Concept of the Adolescents with respect to their Gender.

Table – 3

Difference between Self-Concept of the Adolescents with respect to their Gender

Variables	Mean	SD	t-value	p-value	Remarks 5%Level
Male	137.36	9.094	2.741	0.337	NS
Female	133.89	8.751			

From the table 3, it is clear that the p-value (0.337) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses are accepted. It shows that there is no significant difference between Self-Concept of the Adolescents with respect to their Male and Female.

H4: There is no significant difference between Self-Concept of the Adolescents with respect to their Medium.

Table – 4

Difference between Self-Concept of the Adolescents with respect to their Medium

Variables	Mean	SD	t-value	p-value	Remarks 5%Level
Tamil	135.27	8.532	-0.711	0.120	NS
English	136.19	9.646			

From the table 4, it is clear that the p-value (0.120) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses are accepted. It shows that there is no significant difference between Self-Concept of the Adolescents with respect to their Tamil and English.

H5: There is significant relationship between Life Skills and Self-Concept of adolescents.

Table – 5

Relationship between Life Skills and Self-Concept of Adolescents

Variables	Number	r	Level of Significance
Life Skills	200	-0.305	0.01 level
Self – Concept			

As it is shown in the table 5 Life Skills and Self-Concept of adolescents are negatively correlated and significant at 0.01 levels. The relationship between the variables may be described as “low”.

### Findings

- There is no significant difference between Life skills of the Adolescents with respect to their Gender.
- There is no significant difference between Life Skills of the Adolescents with respect to their Medium.
- There is no significant difference between Self -Concept of the Adolescents with respect to their Gender.
- There is no significant difference between Self-Concept of the Adolescents with respect to their Medium.
- There is no significant relationship between Life Skills and Self-Concept of Adolescents.

### Educational Implication

In the light of the findings of the present study the investigator offers the following implications.

- Parents and teachers must help the students to develop their Life Skills and self-concept.
- Focus on the student’s strength and successes.
- Show them to have faith in their abilities.
- Provide them with experiences for success.
- Reflect their achievements in a positive experience that students possess it must be appreciated.

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- No matter how small the achievement or positive experience that students possess must be appreciated.

### Conclusion

The child who is trained to think creatively not only finds himself as a better acquirer of knowledge but also as a better user and producer of new knowledge. If life skills and self-concept are not developed during the formative period of child's life he gets stunted and cannot then be properly developed at this stage. Therefore, the teacher should be very careful in selecting and giving the teaching learning process. His success as a teacher depends upon the suitability of learning process, which he selects to give to the students.

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