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# A Study of Life Skills of Higher Secondary School Students In Relation To Self-Esteem

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**ABSTRACT:**

The present study was undertaken to examine the life skills in relation to self -esteem of higher secondary school students. 100 students (50 boys and 50 girls) higher secondary school students of Government Schools affiliated to BSEH. The study found that there is low\high positive correlation between self -esteem and life skill among higher secondary school students of Sonipat district. Further it can be inferred that higher the life skills among higher secondary school students higher the self- esteem will be.

**KEYWORDS**: Life skills, Self-esteem, Senior Secondary School

## INTRODUCTION:

The life skill refer to a broad group of psychological skills which can help an Single to make important decisions in beyond reading, writing and arithmetic, a child needs to develop a broad set of capability–cognitive, social and practical skills to cope with the dare of the competitive world self-confident.

The world health organization WHO (1994) recognises a core set of life skills. They are the skills of problem-solving, decision making, goal-achieving, critical thinking, communication skills, preserve, self -awareness, sympathy and feeling these are important to lead a healthy life.

These are three broad categories of skills namely cognitive skills that are helpful in analyzing and using information. Personal skills for managing oneself and mutual skills for communicating with other. Life skills are non-academic abilities, knowledge, attitude and nature that are required to become a successful person in the society. life skills are defined as

the abilities for positive behaviour that unable and empower individuals to meet the challenges of day by day life.

Life skills promote mutual skill that helps people to stress with others, communicate effectively, make decisions, think critically and creatively to solve problems, cope with stress and help to build healthy relationship to live life in a healthy and prosperous way.

**SELF-ESTEEM:**

The term self-esteem is generally used for how someone thinks about or recognizes him. It is an important term for both social psychology and goodwill. The self-esteem is the gathering knowledge about self-such as trust regarding personality traits, physical characteristics, abilities, values and aim. In the beginning of infancy, children acquire and arrange information about him as a way to enable them to know the relation between the self and their social world. The development process is a direct connected with children's cognitive skills and their social relationships with both family and squint. During early childhood children's self-esteem are less different are centered on concrete change, such as physical attributes, keeping and skills.

During middle childhood comes more United and differentiated as a child busy in social compression and more clearly view the self as contain of internal psychological characteristics throughout:- later childhood and adolescence, the self-esteem becomes more symbolic, complex and ranked organized into cognitive.

**LIFE SKILL:**

Life skill is a learned ability. Life skills are those competences that assists people work well in the environment in which they live. Life skill has been defined by the world health organization "the abilities for positive manners that unable individual to deal successfully with demands and challenges of day by day life".

Life skill also includes psychosocial abilities and mutual skills that help people to take decision, solve problems, think critically, communicate successfully build healthy relationship, identify with others and cope with stress and strains of life in healthy and good manner. Essentially these are two types those related to thinking called "thinking skills". While thinking skill related to the personal level, social skills including mutual skills. It is the

combination of two types of skills that are needed for assertive behaviour and arranging effectively.

**OBJECTIVE OF STUDY:**

1. To find out the relationship between life skill and Self-esteem of higher secondary school students.
2. To analyze the life skills of boys and girls of higher secondary school students.
3. To analyze the self-esteem of boys and girls of higher secondary school students.

**HYPOTHESIS:**

1) There is no significance relationship between self-esteem and life skill of higher secondary school students.
2) There is no significance difference in self-esteem of boys and girls of higher secondary school students.
3) There is no significance difference in life skill of boys and girls of higher secondary school students.

**RESEARCH METHODOLOGY:**

Descriptive survey method was used in the present study.

**POPULATION:**

All higher secondary school students studying $11^{th}$ class in various Government schools of Sonipat District comprised the target population for the present study.

**SAMPLE:**

For the present study a sample of 100 (50boys & 50 girls) students $11^{th}$ class studying in school sonipat district

**TOOL USED FOR DATA COLLECTED:**

- Self-esteem rating by R. K. Saraswat (New Delhi) (2010)
- Life skill rating by Nair A. R. K. Subasree R, Ranjan Sunitha (2010)

## STATISTICAL TECHNIQUES USED:

- Mean
- SD
- 't' Test and correlation were used to analyse the data

## RESULT AND DICUSSION:

**Objective 1.** To study the relationship between life skill and Self-esteem of higher secondary school students. The null hypothesis was formulated.

H-1.There is no significance relationship between self-esteem and life skill of higher secondary school students. **TABLE -1**

The relationship between self-esteem and life skill of higher secondary school students.

| Variable | N | Mean | Std. Deviation | Correlation (r value) |
|---|---|---|---|---|
| Self-esteem | 100 | 140 | 19.91354039 | 0.067 |
| Life skill | 100 | 220 | 30.40206 | |

## INTERPRETATION:

It can be seen from the table 1 that the 'r' value of self-esteem with life skill is 0.067. So, it can be interpreted that there is low positive correlation between self-esteem and life skill among higher secondary school students of Sonipat district as both the variables are significantly related to each other. So the null hypothesis "There is no significance relationship between self-esteem and life skill of higher secondary school students." is rejected. Further it can be inferred that higher the life skills higher the self- esteem will be.

**Objective 2.** To compare the life skills of boys and girls of higher secondary school. The null hypothesis was formulated.

H-2 There is no significance difference in self –esteem of boys and girls of higher secondary schools.

**TABLE -2**

Comparison of Self-esteem of boy's and girl's higher secondary school students

| | Gender | N | Mean | Std. Deviation | Degree of freedom | 't' value |
|---|---|---|---|---|---|---|
| Self Esteem | Boys | 50 | 155 | 15.96327418 | 98 | 0.120 |
| | Girls | 50 | 140 | 22.95109263 | | |

**INTERPRETATION:**

It can be seen from the table 2, it is clear that the mean score of self-esteem of boys is 155 and girls are 140. The S.D of boys and girls of higher secondary schools comes out to be 15.96327418 and 22.95109263 respectively. 't' value is 0.120 which is less than table value 1.98 at 0.05 of significance.

So the hypothesis "there is no significance difference in self esteem of boy's and girl's of higher secondary school students" is accepted and it can be concluded that both boys and girls have same level of self-esteem.

**Objective 3.** To compare the self-esteem of boys and girls of higher secondary schools. The null hypothesis was formulated.

H-3. There is no significance difference in life skill of boys and girls of higher secondary schools.

**TABLE -3**

Comparison of Life skill of boy's and girl's higher secondary school students

| | Gender | N | Mean | S.D | Degree of freedom | 't' value |
|---|---|---|---|---|---|---|
| Life skill | Boys | 50 | 272 | 32.58759624 | 98 | 0.070 |
| | Girls | 50 | 220 | 27.27173165 | | |

**INTERPRETATION:**

It can be seen from the table 3, it is clear that mean score of life skill of boys of higher secondary schools is 272 while mean score for girls of higher secondary schools is 220. The S.D of boys and girls higher secondary schools comes out be 32.58759624 and 27.27173165 respectively. 't' value 0.070, which is less than table value 1.98 at 0.05 of significance.

So the hypothesis "there is no significance difference in life skill of boy's and girl's of higher secondary school students" is accepted. It can be concluded that both boys and girls have same life skills

## CONCLUSION:

The results of the present study indicated that there is low positive correlation between self-esteem and life skill of higher secondary school students. On the result of present study it can be concluded that proper care should be taken while modify the self-esteem as higher self-esteem lead to higher life skills development. Further girls should be motivated to develop higher self-esteem while improvement is needed to develop life skills in case of boys.

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