

“A Study of Self Perception in Relation To Life Skills Among Senior Secondary Students”

1 Ms.Priti* 2 Ms.Sandhya

1&2 M.Ed. Student

3. Ms. Manisha & 4. Dr. Reena Rani

M.A. (Education) & Assistant Professor

***B.P.S. Institute of Teacher Training & Research,
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)***

E-mail: reena.edu@gmail.com (*Corresponding Author)

Abstract

The present study investigated the difference between self perceptions of senior secondary school students and also finds out the relationship between self perception and life skills. Descriptive survey method was used for the investigation. The research revealed that no difference was found between day scholar and hostler students in their self perception. Both groups are having same level of self perception. And it also indicated that there is a positive and weak relationship between self perception and life skills of senior secondary students. It is also suggests that there is a need to plan motivate and different life skills based programme for students in order to help them develop a sound and balanced personality.

Keywords: self-perception, life-skill, senior secondary students.

Introduction

Education is a systematic process by which one gains knowledge, skills, experience and sound attitude. It plays a vital role in building up of the society as well as nation. So, the major task of education is to help the children in establishing their identity in the society and to develop appropriate different skills through which they live a good and comfortable life. It also makes us refined, cultured and civilized (**Parankimalil, 2012**). It can be defined as the "totality of the experience made available to the individual in order to make him/her develop a rounded personality and be useful to himself and his community. Perception refers to the way a person try to understand the world around him or her. It is the process by which a person organizes and interprets his sensory impressions in order to give meaning to the environment. The interpretation of same situation by two individuals may be immensely different. And self is defined as the total being of a person, awareness of the individual or qualities of the individual. It is a person's view of himself or of any of the mental or physical features that constitute the self. Self perception is the Awareness of the characteristics that constitute one's self, themselves knowledge in other words. That is developed to the humans by acting as an observation of one's own existence. .There are two dimensions of self perception which are helpful to students for knows about own feelings, abilities, performance and also some other aspects. There are three broad categories of skills namely, Cognitive skills that are Helpful in analyzing, personal skills for self management and other interpersonal skills for communicating with

others person. Life Skills are non-academic capacities, knowledge, attitudes, and behaviors that are important to become a successful person in the society.

“Life Skills” refers to a set of psychosocial interpersonal Skills which is helpful for an individual to take important decisions in their life. Later, a child needs to develop a broad set of competencies-Cognitive, social and practical skills to meet with challenges of the competitive World confidently. **WHO (1994)** Identified a core set of ten Life Skills. These are different abilities for optimistic behavior that facilitate and allow individuals to cope up the challenges of routine life. Life Skills encourage interpersonal skills that help people to sympathize with others, communicate effectively, make decisions, think critically and creatively to solve problems, cope with stress and help build healthy relationships to live life in a healthy and productive manner. **Kazemi(2013)**in his research find out effectiveness of life skill training on the self-esteem and communication skills of students with dyscalculia. The Study indicated that life skills training program were rising self-esteem and communication skills of students. Further, Experimental group students had a significant enhance in the self-esteem and communication skills in comparison to control group students.

In India also, Life Skills Education is gaining a lot of importance from last few years. The Central Board of Secondary Education (CBSE) and Sarva Shiksha Abhiyan (SSA) has adopted the Life Skills training module from 2003-04. According to the CBSE system of education, Life Skills, school health and well-being are valuable indicators of progressive schooling across the globe. In Tamil Nadu, the State Government has taken noticeable measures to impart Life Skills education to school children at all levels. During this pandemic environment, life skills are a fundamental part of being able to meet the challenges of routine life. The different changes in worldwide economies from last two years have been matched with the technology and all these are impacting our education system. In pandemic situation, the whole teaching-learning process is going on through online mode. Due to this, students are not able to go school. So, life skills of students are not developed in accurate manner. Thus, students must required new life skills to deal with stress and frustration.

Objectives of the study:

- To compare the self perception of hostler and day- scholar senior secondary school students.
- To compare the life skill of hostler and day-scholar senior secondary school students.
- To find out the relationship between self perception and life skill of senior secondary school students.

Hypothesis of the study:

1. There is no significant difference of self perception between hostler and day-scholar senior secondary school students.
2. There is no significant difference of life skill between hostler and day-scholar senior secondary school students.
3. There is no significant relationship between life skill and self perception of senior secondary school students.

Methods& Sample of study: the present investigation required data for analysis. So, data is collected through survey method. Keeping in view, Descriptive survey method was used for the study. And the sample for this study, 100 senior secondary school students were taken up on the basis of random sampling technique.

Tools used:

- ❖ Self perception Scale by Agarwal.(2015)
- ❖ Life skill assessment by Nair & Ranjan.(2010)

Analysis and Interpretation of the Result:

Objective: 1 -Comparison of Self Perception Between Hostler And Day- Scholar Senior Secondary School Students.

Table-1

Variable	Group	N	Mean	S.D	t-value	Level of Significance
Self perception	Hostler	50	23.42	3.91	0.81	0.05
	Dayscholar	50	23.31	3.19		

Table-1 shows self perception mean scores of hostler and day scholar students are 23.42 and 23.31 respectively. And the t value is 0.81 which is lesser than the table value 1.98 at 0.05 level of significance. So, it is concluded that there is no significant difference in self perception of hosteller and day scholar senior secondary school students .Hence, the null hypothesis is accepted.

Objective: 2- Comparison of Life Skill of Hostler And Day-Scholar Senior Secondary School Students.

Table-2

Variable	Group	N	Mean	S.D	T-value	Level of Significance
Life skill	Hostler	50	337.76	31.41	0.76	0.05
	Day scholar	50	335.52	34.92		

Above table indicated that mean scores of life skill are 337.76 and 335.52 respectively. And the t value is 0.76 which is less than the table value 1.98 at 0.05 level of significance. So it is said that there is no significant difference in life skills of hostler and day scholar students and the null hypothesis is accepted. It means that both group having same level of life skills.

Objective: 3- Relationship between Self Perception And Life Skill of Senior Secondary School Students.

Table-3

Variables	S.D	r value	Level of significance
Self perception	3.54	0.1	Weak & Positive correlation
Life skill	33.07		

Table 3 shows that relationship between self perception and life skill are 0.1 respectively. This value is not significant at level of significance its shows that there is a positive but weak relationship between both variables.

Conclusion:

The most outstanding characteristics of any research are that it must contribute something new to the development of area concerned. Finding of self perception level on student's perception assist in the development of self image, self skill, and positive perception can be increase through special educational programs. Moreover, the results may also help in the development of rapport between student's self perception and life skills and maintaining a positive learning environment in the studying that caters healthy development of students. It is also suggests that there is a need to plan motivate and different life skills based program for students in order to help them develop a sound and balanced personality.

References:

- **Anuradha (2014)** *Life skills and self- concept of adolescents* , international journal of science and research(600 -604)
- **Abdullah et.al.(2021)** *The Application of Life Skill In Sunnah : A Study Based on Recommended Life Skills By WHO* , World Journal Of Social Science (23–31), URL :<https://doi.org/10.55430/wjss.v8n2p23>
- Central Board of Secondary Education, Life Skill Education and CCE Manual, (2010) from www.cbse.nic.in.
- Chhadva, D., & Kacker, P. (2013). Effectiveness of life Skill Education on Adolescents. *International Journal of Research in Education Methodology*, 3 (1), 213. Retrieved from http://cirworld.org/journals/index.php/ijrem/article/download/1506/pdf_5.
- **Kazemi et.al.(2013)** *The Effectiveness of Life Skill Training on Self-esteem and Communication Skills of Students with Dyscalculia*, *Procedia - Social and Behavioral Sciences* 114 (2014) 863 – 866
- **Sudha Pingle et.al.(2017)** *Development of skill program and study its effect on life skill ability of students*, *Indian streams research journal* (1-13)
- World Health Organization (1993). *Life Skills Education in school(WHO/MNH/PSF/93.ARev.1)*. Geneva. Retrieved from http://www.asksourc.info/pdf/31181_lifeskillsed_1994.pdf
- World Health Organization. (2007). *World report on violence and Health*, Geneva. Retrieved from www.who.int/violence_injury_prevention/publications/violence/en/
- World Health Organization. (2009). *Violence Prevention, the evidence: Preventing Violence by developing Life Skills in Children and adolescents*. Geneva, pgs. 4-18.

INTERNET SITES

- Skill India Mission www.skilldevelopment.gov.in/pmkyv.html
- <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
- <http://www.jsscon.org/ejournal/pdf/artical5.pdf>
- www.apa.org/news/press/releases/2014/02/teen-stress.aspx
- <http://banjaraacademy.org/workshops/teaching-life-skills-to-adolescents>
- <http://www.authorstream.com/Presentation/vittal-1215514-lifeskills-4-adolescents/> (www.ialse.in) www.iosrjournals.org