

# A Study of the Life Skills of Students of Institute of Higher Learning in Relation to Self-Concept

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**Abstract**— The purpose of the current study was to investigate the relationship between college students' self-concept and their life skills. The sample for this study consisted of 100 (Science and Art) students from the Institute of Higher Learning at BPSMV University. The Nair R. K. Subasree R, Ranjan Sunitha (2010) life skill questionnaire and the R. K. Saraswat (2010) self-concept rating scale were used to investigate the relationship between life skills and self-concept. The data were analyzed statistically using mean, standard deviation, the 't' test and the 'r' statistic. According to the study, there was high positive link between self-concept and life skills among Institute of higher learning of Bhagat Phool Singh Mahila Vishvidyalaya Khanpur Kalan Sonipat.

**Keywords**— Life Skills, Self-Concept.

## I. INTRODUCTION

The present review is characterizing the connection between self-concept and life skills. Fundamental abilities and critical thinking ways of behaving utilized suitably and mindfully in the executives of individual issues. Fundamental abilities are gained through learning or direct life experience and empower individual and gatherings to actually arrangement to issues and gatherings to successfully arrangement to issue and issue that they might have experienced before. They incorporate numerous abilities are critical thinking, independent direction, decisive reasoning. The world wellbeing association WHO (1994) perceives a center arrangement of fundamental abilities.

## II. SELF-CONCEPT

Self-concept is a generalizing opinion of who we are. We govern our self-concept as we mature by integrating our physical, emotional, social, spiritual and other characteristics that make up who we are. It depends on our understanding of ourselves. It has multiple dimensions. It can be divided into specific components into individuals. In terms of your emotional side and your spirit and soul, for instance, we can have completely different ideas of who you are. Self-concept is relate to various other "self" aspects such as self-esteem, self-efficacy, self- image and self-awareness. Self-esteem is part of self-concept. It knows about individual's tendencies, thinking, habits, hobbies, skills and areas of strength and weakness. Self-image is less broad than self-concept. A person's self-image is based on how they see themselves. Self-concept is a generic phrase used to describe how a person views or thinks about themselves. An individual's idea of "self" in connection to a variety of traits, including academic performance, gender roles, gender identities, racial

background and many more, is referred to as their self-concept.

Bong & Clark, 1999 defined Self-concept is a more complex component than self-efficacy. While self-efficacy refers to a one's judgments of their own abilities, self-concept is more general. It includes both cognitive and affective judgments about oneself.

Cherry, 2018 defined Self-awareness also affects self-concept. It is the quality that involves conscious awareness of one's own thoughts, emotions behaviors and traits. According to Rosenberg (1979) "The totality of an individual thoughts and feelings having reference to him an object". The self-concept is composed of relatively. Permanent self-assessment such as beliefs regarding personality traits, physical characteristics, abilities, values, goals and roles. In 1992, psychologist Dr. Bruce A. Bracken suggested that there are six different domains related to self-Concept:

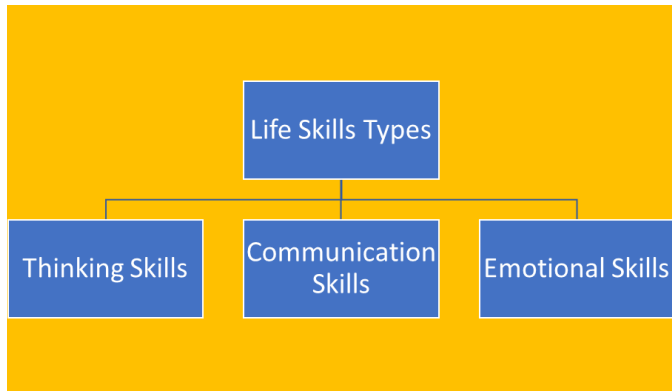
- Social: The ability to contact and interact with others
- Capability: Ability to know basic need
- Affect: Awareness of emotional stress
- Physical: Feelings about personality, health, physical condition and overall appearance
- Academics: Success or Failure in School
- Family: How well things function within the family unit.

## III. LIFE SKILLS

The capacity for adaptable and constructive behaviour known as "life skills" enables people to successfully navigate the demands and difficulties of daily life. The abilities needed to make a person's life are referred to as "life skills." Life skills are aptitudes that help a person maintain their physical, mental and emotional health. To be assertive and organize effectively, you need to bring together two different sorts of skills. Self-awareness, problem solving, planning, and goal setting are acquired as life skills. Three broad terms have been organized for life skills:

- Thinking Skills: Thinking skills are the cognitive process that the people use to solve problem, taking decision, asking question, organizing and making plans. These are the abilities to think rationally and understand the logical connections between ideas. Such skills have been the subject of the discussion from the time of early Greek philosophers such as Plato and Socrates to the modern era.
- Communication Skills: Effective communication forms the basis of interaction between two individuals. Developing listening and responding, improving personality, build up

confidence and the dynamics of communication skills. Skills are taught in resolving conflicts and in the study of behavior patterns and habits.



➤ Emotional Skills: These are the feeling and this is a talent to knowing and understanding the feelings of other people. An emotional skill refers to our ability to identify, express and control your feelings. Emotional skills are the foundations of self-awareness and good mental health.

**Importance of Life-Skills:-**

According to Botvin & Griffin, 2004 – life-skills may help reduce drug, alcohol and tobacco use. It also helps to reduce aggression and violence.

- It is aware of its duties and rights as a citizen.
- It educates on political and social topics.
- It shows concern for other people's well-being.
- Is able to express their ideas and defenses in detail.
- They are involved in their communities
- They become more responsible citizens, gain self-assurance, and learn to successfully navigate major life transitions and adversities.

**Dimensions of Life Skills:**

1. Decision making
2. Problem solving
3. Critical thinking
4. Interpersonal relationship
5. Self-awareness
6. Creativity
7. Effective communication

**IV. OBJECTIVES OF THE STUDY**

- To find out the relationship between life skill and self-concept of BPSIHL girls students.
- To analyze the life skills of science stream girls & arts stream girls of BPSIHL.
- To analyze the self-concept of science stream girls & arts stream girls of BPSIHL.

**V. HYPOTHESIS**

- There is no significance relationship between self-concept and life skills of BPSIHL girls.

- There is no significance difference in self-concept of science stream girls & arts stream girls of BPSIHL.
- There is no significance difference in life-skill of science stream girls & arts stream girls of BPSIHL.

**VI. RESEARCH METHODOLOGY**

Descriptive survey method was used in the present study.

**Population**

All girls of Science Stream and Arts Stream in BPSIHL (BPSMV) of Sonipat district comprised the target population for the present study.

**Sample**

For the present study a sample of 100 (50 Science Stream & 50 Arts Stream) students study in BPSIHL in Sonipat district.

**Tool Used for Data Collected**

- Self- Concept 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
- Correlation was used to analyze the data.

**VII. RESULT AND DISCUSSION**

**Objective 1:** To study the relationship between life skill and self – concept of Institute of Higher Learning college students.

**H-1.** There is no significance relationship between self-concept and life skill of Institute of Higher Learning college students.

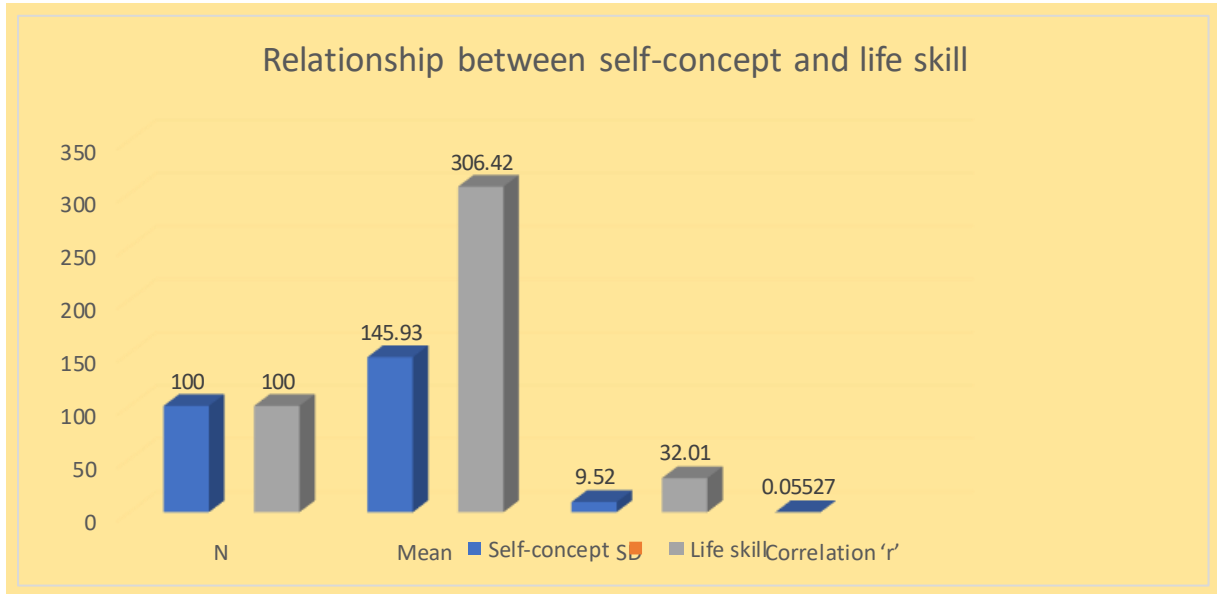
| Variable     | N   | Mean   | SD    | Correlation 'r' |
|--------------|-----|--------|-------|-----------------|
| Self-concept | 100 | 145.93 | 9.52  | 0.05527         |
| Life skill   | 100 | 306.42 | 32.01 |                 |

**Interpretation**

The above table depicts that the scores of Self-concept and Life Skills. The Mean gain scores of self-concept is 145.93 with standard deviation 9.52. The Mean gain scores of life skills is 306.42 with standard deviation 32.01. The "r" ratio comes out to be 0.056 which is greater than table value at 0.05 level of significance. So the hypothesis "There is no significance relationship between self-concept and life skill of Institute of Higher Learning college students." is rejected. Further it can be inferred that higher the life skills higher the self-concept will be. The results of the study is supported by Marsh and Craven, 1997 that Enhancing self-concept is a vital role in life skills and self-concept is an important mediating variable that causally impacts on life skills which is very important to leading their life successfully.

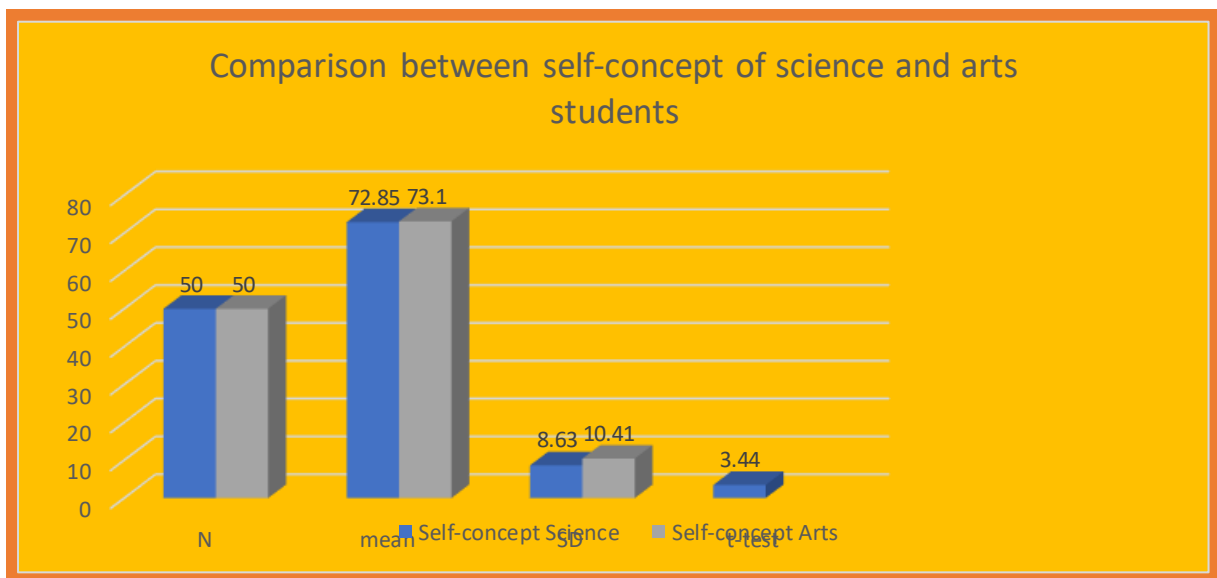
**Objective 2:** To analyze the life skills of science stream girls & arts stream girls of BPSIHL

Hypothesis 2: There is no significance difference in self-concept of science stream girls and arts stream girls of BPSIHL.



Comparison between Self-Concept of Science and Arts Stream Students.

| Variable     | Stream  | N  | Mean  | SD    | t-test |
|--------------|---------|----|-------|-------|--------|
| Self-concept | Science | 50 | 72.85 | 8.63  | 3.44   |
|              | Arts    | 50 | 73.10 | 10.41 |        |



**Interpretation:**

The above table depicts that the mean score of self-concept of science students is 72.85 and arts students is 73.10. The SD of science and arts students comes out be 8.63 and 10.41 respectively. 't' value between self-concept of science and arts stream students is 3.44 which is significant at level 0.10. So the null hypothesis "there is no significance difference in self-concept of science stream girls and arts stream girls of BPSIHL" is rejected. The higher means score of arts students

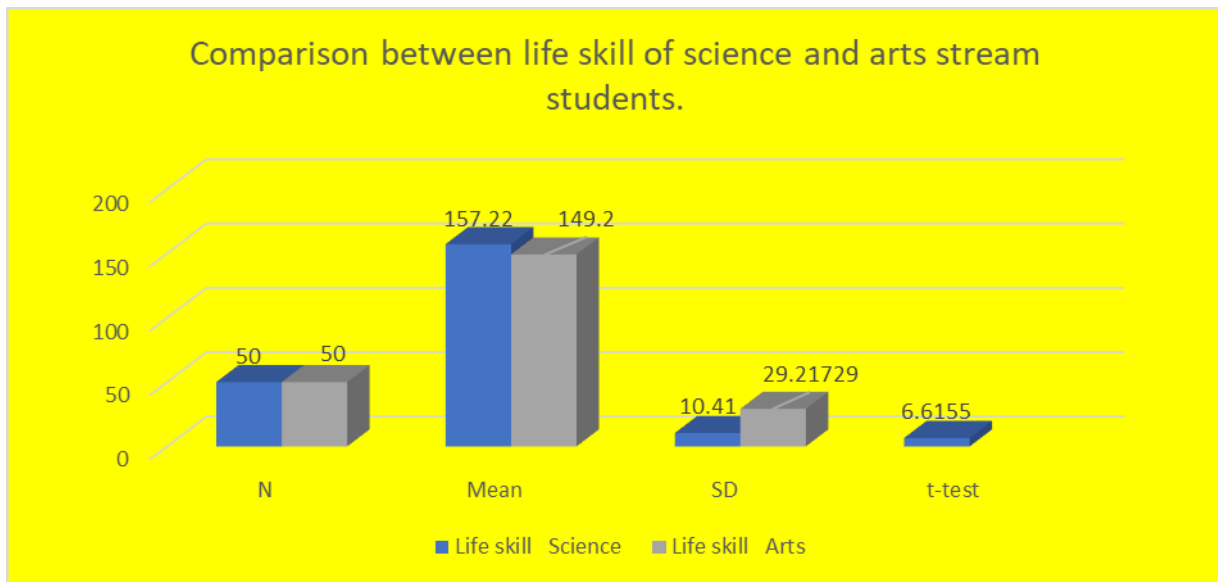
showed that the self-concept of arts student higher than science students.

Objective 3: To analyze the self-concept of science stream girls & arts stream girls of BPSIHL

Hypothesis-3 There is no significance difference in life-skill of science stream girls & arts stream girls of BPSIHL

Comparison of Life Skill of Science and Arts Students.

| Variable   | Stream  | N  | Mean   | SD       | t-test |
|------------|---------|----|--------|----------|--------|
| Life Skill | Science | 50 | 157.22 | 10.41    | 6.6155 |
|            | Arts    | 50 | 149.20 | 29.21729 |        |



**Interpretation**

From the above table depicted that the mean score of life skill of science students and arts students of BPSIHL is 157.22 and 149.20 respectively. The SD of science students and arts students comes out 10.41 and 29.21729 respectively. ‘t’ value between science stream and arts stream is 6.6155 which is significant at 0.10 level of significance. So the null hypothesis. “There is no significance difference in life-skill of science stream girls & arts stream girls of BPSIHL” is rejected. The mean score of science students showed that life skill of science students higher than arts students.

**VIII. CONCLUSION**

The result of present study indicated that there is positive correlation between self-concept and life skill of BPSIHL Girls College. On the basic of the result of present study it can be concluded that proper care and motivation should be taken while modify the as higher self-concept lead to higher life skills development. Higher self-concept while improvement is needed to develop life skills in case of arts stream girls.

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