

## Adjustment, self-confidence and academic anxiety of senior secondary school students in relation to their life skills

Shalini Devi

Vice Principal, Pratap College of Education, Jundla, Karnal, Haryana, India

### Abstract

The present study aimed to study the Adjustment, Academic Anxiety and Self-Confidence of senior secondary school students in relation to their Life Skills. It was taken from Panchkula, Kurukshetra, Kaithal, Yamunanagar and Ambala districts of Haryana. It comprised of 250 girls and 250 boys from these schools. Findings show that there exists positive and significant relationship between Life Skills and Adjustment of senior secondary school students. Life Skills is positively and significantly related to Self-Confidence in senior secondary school students. There exists negative and significant relationship between Life Skills and Academic Anxiety of senior secondary school students. Students having better Life Skills will have less Academic Anxiety.

**Keywords:** self-confidence, adjustment, academic anxiety

### Introduction

Education is the only means to empower children and adults alike to become active participant in the transformation of the society by equipping children with spiritual, moral and material knowledge. The children are pressurized by schools as well as family to excel in the academics. The pressure leads to Academic anxiety. This is reason that more and more children seem to be succumbing to anxiety disorders (Malik, A. Madhu, A., Karamvir, Batra, A. (2012) <sup>[24]</sup>).

Life-skills Education and its influence on the lives of students is the most concerned areas of education today. CBSE has included Life Skills as one of the assessment areas in its new CCE system also. This area of Life Skill is becoming very popular in the field of social, psychological and educational researches also. Ample evidence exists regarding the importance of adequate Life Skill development for a variety of critical outcomes in life. Many studies are there on the inclusion of Life Skills in education system and regarding their teaching methodology, like to make them part of moral education, EVS at primary level and social studies at higher. That is all theoretical in nature.

Psychologists use the term adjustment for varying conditions of social or inter-personal relations in the society. Thus we see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be internal or external to whom the individual has to react. The conflict between varying needs make the adjustment a complicated process. If we gratify one of the conflicting needs, the needs which are not gratified, will produce frustration and leads sometime to abnormal behavior. Adjustment is a continued process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment. Ability of a person to adjust oneself with his/her social environment depends upon one's emotional intelligence.

Life skills have different effects on academic anxiety, adjustment and Self-Confidence. If students have better life skills, their academic anxiety will be reduced, they will adjust

in a better way and their Self-Confidence will also be higher. Young generation is the one who can easily bring about changes in the society with their enthusiasm and zeal. The timely development of these essential life skills may help such students reducing their academic anxiety and score better and hence becoming competent individuals of the society. These skills help in leading a normal and satisfied life with the successful social outcomes. In fact, these are the lifelong blessings for such students in spite of their low academic achievement.

### Objectives of the study

1. To study the Life Skills, Adjustment, Self-Confidence and Academic Anxiety of senior secondary school students.
2. To study the relationship between Life Skills and Adjustment of senior secondary school students.
3. To study the relationship between Life Skills and Self-Confidence of senior secondary school students.
4. To study the relationship between Life Skills and Academic Anxiety of senior secondary school students.
5. To compare the Life-Skills of female and male students of senior secondary school.
6. To compare the Adjustment of female and male students of senior secondary school.
7. To compare the Self-Confidence of female and male students of senior secondary school.
8. To compare the Academic Anxiety of female and male students of senior secondary school.
9. To compare the Life-Skills of private and government students of senior secondary school.
10. To compare the Adjustment of private and government private and government students of senior secondary school.
11. To compare the Self-Confidence of private and government students of senior secondary school.
12. To compare the Academic Anxiety of private and government students of senior secondary school.

**Hypotheses of the study**

1. There exists significant relationship between Life Skills and Adjustment of senior secondary school students.
2. There exists significant relationship between Life Skills and Self-confidence of senior secondary school students.
3. There exists significant relationship between Life Skills and Academic Anxiety of senior secondary school students.
4. There exists significant difference between the Life Skills of the female and male students of senior secondary school.
5. There exists significant difference between the Adjustment of the female and male students of senior secondary school.
6. There exists significant difference between the Self-Confidence of the female and male students of senior secondary school.
7. There exists significant difference between the Academic Anxiety of the female and male students of senior secondary school.
8. There exists significant difference between the Life Skills of the private and government students of senior secondary school.
9. There exists significant difference between the Adjustment of the private and government students of senior secondary school.
10. There exists significant difference between the Self-Confidence of the private and government students of senior secondary school.
11. There exists significant difference between the Academic Anxiety of the private and government students of senior secondary school.

**Population and Sample**

In the present study, population consisted of all students of grade 11<sup>th</sup> of Haryana State under the Ambala Commissioner. The sample of the present study comprised of 500 students from 11<sup>th</sup> standard of urban locality. It was taken from Panchkula, Kurukshetra, Kaithal, Yamunanagar and Ambala districts of Haryana. It comprised of 250 girls and 250 boys from these schools.

**Main findings of the study**

The present study aimed to study the Adjustment, Academic Anxiety and Self-Confidence of senior secondary school students in relation to their Life Skills. In the light of interpretation of the results of the present investigation, the following are the main findings:

**i) Findings with regard to overview of the Adjustment, Self-Confidence, Academic Anxiety and Life Skills of senior secondary school student**

It was found that out of total 500 students of senior secondary schools, 60 students i.e. (12%) who scored less than 38 have low level of Adjustment, 350 students i.e. (70%) who scored between 38 and 65 have average level of Adjustment, and 90 students i.e. (18%) who scored more than 65 have high level of Adjustment.

It was found that out of total 500 students of senior secondary schools, 74 students i.e. (14.8%) who scored less than 12 have low level of Self-Confidence, 406 students i.e. (81.2%) who scored between 12 and 40 have average level of Self-

Confidence and 20 students i.e. (4%) who scored more than 40 have high level of Self-Confidence.

It was found that out of total 500 students of senior secondary schools, 45 students i.e. (9%) who scored less than 7 have low level of Academic Anxiety, 393 students i.e. (78.6%) who scored between 7 and 13 have average level of Academic Anxiety, and 62 students i.e. (12.4%) who scored more than 13 have high level of Academic Anxiety.

It was found that out of total 500 students of senior secondary schools, 60 students i.e. (12%) who scored less than 318 have low level of Life Skills, 365 students i.e. (73%) who scored between 318 and 423 have average level of Life Skills and 75 students i.e. (15%) who scored more than 423 have high level of Life Skills.

**ii) Findings with regard to relationship between Life Skills and Adjustment, Life Skills and Self-Confidence, Life Skills and Academic Anxiety of senior secondary school students**

It was found that the coefficient of correlation between Life Skills and Adjustment is 0.219. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between Life Skills and Adjustment of senior secondary school students.

Coefficient of correlation between Life Skills and Self-Confidence is 0.120. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between Life Skills and Self-Confidence of senior secondary school students. It can be interpreted that the Life Skills is positively and significantly related to Self-Confidence in senior secondary school students.

Coefficient of correlation between Life Skills and Academic Anxiety is -0.099. The calculated value of correlation is more than the tabular value at 0.05 level of significance (0.088). Hence there exists negative and significant relationship between Life Skills and Academic Anxiety of senior secondary school students. Students having better Life Skills will have less Academic Anxiety.

**iii) Findings with regard to relationship between Life Skills (various dimensions) and Home Adjustment of senior secondary school students**

It was found that the calculated values of coefficient of correlation between Home adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking, Critical Thinking are 0.089, 0.114, 0.088, 0.143, 0.099, 0.095, 0.122, 0.113, 0.115, 0.089 respectively which is more than tabulated value. Hence there exists positive and significant relationship between Life Skills (various dimensions) and Home Adjustment of senior secondary school students.

Coefficient of correlation between total Life Skills and Home Adjustment is 0.130. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Home Adjustment of senior secondary school students.

**iv) Findings with regard to relationship between Life Skills (various dimensions) and Health Adjustment of senior secondary school students**

It was found that the calculated values of coefficient of correlation between Health adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking, Critical Thinking are 0.088, 0.090, 0.105, 0.102, 0.097, 0.099, 0.096, 0.089, 0.090, 0.091 respectively which is more than tabulated value. Hence there exists positive and significant relationship between Life Skills (various dimensions) and Health Adjustment of senior secondary school students.

Coefficient of correlation between total Life Skills and Health Adjustment is 0.099. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Health Adjustment of senior secondary school students.

**v) Findings with regard to relationship between Life Skills (various dimensions) and Social Adjustment of senior secondary school students**

It was found that the calculated values of coefficient of correlation between Social adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking, Critical Thinking are 0.095, 0.088, 0.089, 0.096, 0.101, 0.097, 0.107, 0.108, 0.092, 0.094 respectively which is more than tabulated value. Hence there exists positive and significant relationship between Life Skills (various dimensions) and Social Adjustment of senior secondary school students.

Coefficient of correlation between total Life Skills and Social Adjustment is 0.101. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Social Adjustment of senior secondary school students.

**vi) Findings with regard to relationship between Life Skills (various dimensions) and Emotional Adjustment of senior secondary school students**

It was found that the calculated values of coefficient of correlation between Emotional adjustment Vs Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal relationship, Coping with Emotions, Coping with Stress, Creative Thinking, Critical Thinking are 0.093, 0.094, 0.088, 0.103, 0.101, 0.095, 0.097, 0.095, 0.099, 0.098 respectively which is more than tabulated value. Hence there exists positive and significant relationship between Life Skills (various dimensions) and Emotional Adjustment of senior secondary school students.

Coefficient of correlation between total Life Skills and Emotional Adjustment is 0.099. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Emotional Adjustment of senior secondary school students.

**vi) Findings with regard to relationship between Life Skills (various dimensions) and Self-Confidence of senior secondary school students**

It was found that the calculated values of Coefficient of correlation between self-confidence Vs Decision Making, Problem Solving, Self Awareness, Inter Personal relationship, Coping with Stress and Creative Thinking is 0.132, 0.096, 0.115, 0.095, 0.102 and 0.135 respectively which is significant. Whereas the calculated values of Coefficient of correlation between self-confidence Vs empathy, communication skill, coping with emotions and critical thinking is 0.050, 0.041, 0.080, and 0.055 respectively which is not significant.

Coefficient of correlation between total Life Skills and Self-Confidence is 0.120. The calculated value of correlation is more than the tabular value at both levels of significance 0.05 and 0.01(0.088 and 0.115 respectively). Hence there exists positive and significant relationship between total Life Skills and Self-Confidence of senior secondary school students.

**vii) Findings with regard to relationship between Life Skills (various dimensions) and Academic Anxiety of senior secondary school students**

It was found that the calculated values of Coefficient of correlation between Academic Anxiety Vs Decision Making, Problem Solving, empathy, Self Awareness, Inter Personal relationship, Coping with emotion, Coping with Stress and Creative Thinking is -0.099, -0.095, -0.088, -0.096, -0.094, -0.090, -0.093 and -0.089 respectively which is negative and significant. Whereas the calculated values of Coefficient of correlation between self-confidence Vs communication skill and critical thinking is -0.070 and -0.076 respectively which is not significant.

Coefficient of correlation between total Life Skills and Academic Anxiety is -0.099. The calculated value of correlation is more than the tabular value at 0.05 level of significance (0.088). Hence there exists negative and significant relationship between total Life Skills and Academic Anxiety of senior secondary school students.

**ix) Findings with regard to comparison between the Life-Skills of female and male students of senior secondary school**

It was found that the shows that calculated t-ratio of six dimensions of Life Skills like Problem Solving, Empathy, Self Awareness, Inter Personal Relationship, Coping with Stress and Critical Thinking is 2.457, 3.123, 1.983, 2.270, 3.103 and 2.177 respectively, which is more than the given table value at 0.05 level of significance. This means that there is significance difference in Problem Solving, Empathy, Self Awareness, Inter Personal Relationship, Coping with Stress and Critical Thinking of female and male senior secondary school students.

Whereas t-ratio of four dimensions of Life Skills like Decision Making, Communication Skill, Coping with Emotion and Creative Thinking of female and male students is 1.815, 1.247, 1.248 and 0.971 respectively, which is less than the given table value at 0.05 level of significance. This means that there is no significance difference in Decision Making, Communication Skill, Coping with Emotion and Creative

Thinking of female and male senior secondary school students.

Calculated 't' value between the Life Skills of female and male senior secondary school students is 2.679 which is more than the tabular value of 't' at 0.05 and 0.01 levels of significance (1.96 and 2.58 respectively). So it can be interpreted that there exists significant difference in the Life Skills of female and male senior secondary school students. The mean value shows that female students are better in Life Skills than male students. Hence, there exists significant difference in the Life Skills of female and male senior secondary school students.

**x) Findings with regard to comparison between the Adjustment of female and male students of senior secondary school**

It was found that t-ratio of two dimensions of Adjustment like Health Adjustment and Emotional Adjustment of female and male students is 3.105 and 3.646, which is more than the given table value at 0.05 level of significance. This means that there is significance difference in Health Adjustment and Emotional Adjustment of female and male senior secondary school students. Whereas t-ratio of two dimensions of Adjustment like Home Adjustment and Social Adjustment of female and male students is 1.424 and 0.788, which is less than the given table value at 0.05 level of significance.

Calculated 't' value between the Adjustment of female and male senior secondary school students is 2.163 which is more than the tabular value of 't' at 0.05 level of significance (1.96). So it can be interpreted that there exists significant difference in the Adjustment of female and male senior secondary school students. The mean value shows that female students are better in Adjustment than male students. Hence, there exists significant difference in the Adjustment of female and male senior secondary school students.

**xi) Findings with regard to comparison between the Self-Confidence of female and male students of senior secondary school**

It was found that the calculated 't' value between the Self-confidence of female and male students is 2.999 which is more than the tabular value of 't' 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there exists significant difference in the Self-confidence of female and male senior secondary school students. The mean value shows that female students are better in Self-confidence than male students. Hence, there exists significant difference in the Self-confidence of female and male senior secondary school students.

**xii) Findings with regard to comparison between the Academic Anxiety of female and male students of senior secondary school**

It was found that the calculated 't' value between the Academic Anxiety of female and male students is 0.347 which is less than the tabular value of 't' 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there does not exist significant difference in the Academic Anxiety of female and male senior secondary school students. Hence, there exists no significant difference in the Academic Anxiety of female and male senior secondary school students.

**xiii) Findings with regard to comparison between the Life-Skills of private and government students of senior secondary school**

It was found that the that t-ratio of two dimensions of Life Skills like Creative Thinking and Critical Thinking is 2.158, and 2.251 respectively, which is more than the given table value at 0.05 level of significance (1.96). This means that there is significance difference in Creative Thinking and Critical Thinking of private and government senior secondary school students. Whereas t-ratio of eight dimensions of Life Skills like Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal Relationship, Coping with Emotion and Coping with Stress of private and government students is 0.208, 1.397, 1.668, 1.329, 1.596, 0.022, 1.450 and 0.370 respectively, which is less than the given table value of 't' at both levels of significance 0.05 and 0.01 (1.96 & 2.58). This means that there is no significance difference in Decision Making, Problem Solving, Empathy, Self Awareness, Communication Skill, Inter Personal Relationship, Coping with Emotion and Coping with Stress of private and government senior secondary school students.

Calculated 't' value between the Life-Skills of private and government students of senior secondary school is 1.617 which is less than the tabular value of 't' 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there does not exist significant difference in the Life Skills of private and government senior secondary school students. Hence, there exists no significant difference in the Life Skills of private and government senior secondary school students.

**xiv) Findings with regard to comparison between the Adjustment of private and government students of senior secondary school**

It was found that the t-ratio of one dimension of Adjustment like Home Adjustment is 2.399, which is more than the given table value at 0.05 level of significance. So there is significance difference in Home Adjustment of private and government students of senior secondary schools. Whereas t-ratio of three dimensions of Adjustment like Health Adjustment, Social Adjustment and Emotional Adjustment of private and government students is 0.915, 0.702 and 1.241 which is less than the given table value at 0.05 level of significance. This means that there is no significance difference in Health Adjustment, Social Adjustment and Emotional Adjustment of private and government students of senior secondary schools. Calculated 't' value between adjustment of private and government senior secondary school students is 1.670 which is less than the tabular value of 't' 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there does not exist significant difference in the Adjustment of private and government senior secondary school students. Hence, there exists no significant difference in the Adjustment of private and government senior secondary school students.

**xv) Findings with regard to comparison between the Self-Confidence and of private and government students of senior secondary school**

It was found that the calculated 't' value between Self-Confidence of private and government senior secondary school students is 2.268 which is more than the tabular value

of 't' at 0.05 level of significance (1.96). So it can be interpreted that there exists significant difference in the Self-confidence of private and government senior secondary school students. The mean value shows that private school students (22.84) are better in Self-confidence than government school students (20.78). Hence, there exists significant difference in the Self-confidence of private and government senior secondary school students.

#### **xvi) Findings with regard to comparison between the Academic Anxiety of private and government students of senior secondary school**

It was found that the calculated 't' value between Academic Anxiety of private and government senior secondary school students is 1.71 which is less than the tabular value of 't' 0.05 and 0.01 levels of significance (1.96 & 2.58). So it can be interpreted that there does not exist significant difference in the Academic Anxiety of private and government senior secondary school students. Hence, there exists no significant difference in the Academic Anxiety of private and government senior secondary school students.

#### **Suggestions for further studies**

After having conducted the present study the investigator faced some shortcomings in the concerned area of research. The researcher would like to offer following suggestions that can be considered for further research. These are:

1. The present study was conducted on senior secondary school students. Further studies can be conducted on secondary school students, primary school students and college students.
2. The present study was conducted on senior secondary schools of Haryana state only. Similar studies can be conducted on other states.
3. The present study was conducted on senior secondary schools of Yamunanagar, Ambala, Kurukshetra, Kaithal and Panchkula. The study can be conducted on other districts also.
4. Life Skills Intervention Programmes can be introduced for improvement of Life Skills of senior secondary school students.
5. The present study was delimited to only the variables i.e. Life Skills, Adjustment, Self-Confidence and Academic Anxiety. The study may be conducted on Self-Esteem, Motivation, Study Habits, Personality, Socio-Economic Status, Level of Aspiration and Self-Efficacy etc.
6. The Present Study was conducted on 500 Senior Secondary School Students. To make broader generation further research can be carried out by taking large sample of Senior Secondary Students.
7. Research can be carried out by taking Science, Commerce and Arts students as well as Graduate and Post Graduate Students.
8. A similar study can be conducted on persons with disabilities.

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