



ACADEMIC ANXIETY OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR LIFE SKILLS

Dr. Inderjeet Singh Bhatia

Assistant Professor

St Stephen's College of Education, Ratlam (M.P.)

ABSTRACT

The present study aims to assess the level of life skills of the high school students as per their area, and types of schools and relationship of life skills with academic anxiety. The prevailing education system has fuelled academic anxiety among the students when they are transferred from secondary level to higher secondary level. This has led to many personality disorders among them. Descriptive Survey method was used for the present study. The sample used in the present study was 50 high school students of Indore district. The tools used for the study were Life Skills Assessment Scale and Academic Anxiety Scale. The statistical techniques used for analysis of the data were the t-test and Pearson's product moment of correlation coefficient. The study revealed that there is a substantial negative correlation between life skills and academic anxiety of higher secondary level students.

Keywords: Life Skills, Academic Anxiety, High School Students.

INTRODUCTION: -

The aim of education all through the ages is to achieve holistic development of the students, and whatever changes have happened in the field of education for ensuring the same, is not sufficient for an individual to address the problems in real life situations. Everyone is struggling with problems and suffers to find the ways to meet the challenges in life. Therefore the role of education is not just to enable the children to acquire knowledge but also to equip them with the ability to handle the stress and strain, ups and down of life. That is why the 164 nations committed to "Education for All" have included "Life Skills" as a basic learning need for all young pupils. Around the world, life skills based.

Life Skills -

There is diverse understanding of life skills with no universally established classification. Life skills are defined as those abilities, attitudes, knowledge and behaviours that help in promoting mental well-being and competence to live with and relate to others. UNICEF defines life skills as a 'behaviour change or development approach designed to address a balance of three areas – knowledge, attitude and skills'. Life Skills are the abilities for adaptive behaviour that enables an individual to deal effectively with the demands and challenges of everyday life (WHO). Though there are many life skills, in this study, life skills mean the ten core life skills as suggested by WHO, i.e. Self-awareness, Empathy, Interpersonal Relationship, communication, Critical Thinking, Creative thinking, Decision making, Problem solving, Coping with Stress, Coping with emotions.

Many countries are now considering the development of Life Skills education in response to the need to reform traditional education systems, which appear to be out of step with the realities of modern social and economic life. Problems such as violence in schools and student drop-out are immobilizing the ability of school systems to achieve their academic goals. Furthermore, in addition to its wide-ranging applications in

primary prevention and the advantages that it can bring for education systems, Life Skills education lays the foundation for learning skills that are in great demand in today's job markets (Botvin, G. J., & Griffin, K. W. (2014).

A skill is a learned ability to do something well. So Life Skills are the abilities that individuals can develop to live a productive life. Life Skills are essential for the promotion of healthy child and adolescent development. Life Skills education contributes to basic education, gender equality, democracy, good citizenship, child care and safety, quality and efficiency of the education system, the promotion of lifelong learning and the promotion of peace. It was also suggested that the learning of Life Skills might contribute to the utilization of appropriate health services by young people.

WHO HAS IDENTIFIED TEN CORE LIFE SKILLS AND THEY ARE AS FOLLOWS:



Academic Anxiety – Academic anxiety is a kind of state anxiety which relate to the impending danger from the environment of the academic institutions including teachers, subjects, etc. Prevailing education system has fuelled severe anxiety among the students that affect their performance. The high school students are also not exception from this. In most Indian families, much emphasis is given on academic performance, but not in academic anxiety, which needs to be reduced for better academic growth. In this study, therefore an attempt is made to know the level of academic anxiety of the school students and also its relationship with their life skills. Anxiety may be only regarded as a disorder when it occurs in the absence of an appreciable degree or a kind of threat or danger. Anxiety may be a diffuse, free-floating but persistent feeling of unease i.e. generalized anxiety; or it be a fear attached only to specific object or situations i.e. phobia. It may also occur intermittently in extremely acute form i.e. panic attacks. Anxiety may take the form of a state which in temporary feeling of subjective and physical tension or it may be described as a trait in which it takes the form of relatively permanent personality characteristic. Hence, anxiety has been conceptualized as an experience or a learned drive or a learned response with drive properties, or a state of physiological arousal or a particular pattern of cortical or endocrine-logical functioning or a consequence of a person's efforts to sustain his individuality or some combination of these.

Anxiety is defined by Jayaswal (1982) and others as a complex psychological condition that effect various cognitive, behavioural and psychological states. Anxiety can be separated into three classifications: state, an emotional condition that is temporary and initiated by a certain experience, trait, is a stable aspect of one's personality and situation specific Academic anxiety is therefore a situation specific form of anxiety

related to educational contexts. Academic anxiety encompasses not only test anxiety, but also anxiety about certain subjects in journal. For instance, anxiety has been observed in students taking mathematics, reading, science and foreign languages.

REVIEW OF LITERATURE: -

Rani (2015) conducted a study on Life Skills in relation to Spiritual Intelligence among teacher trainees. The present paper strived to find out the relationship in these two aspects and helped for proper living and development of teacher trainees.

Pant & Seeta (2015) conducted a study of academic anxiety on the basis of gender and locality. The present study was conducted on a sample of 80 students studying in 8th grade in different Junior high school of Haldwani city in Nainital district Uttarakhand in India. The result indicated that there was no any significant difference in Academic Anxiety between boys and girls and between children of rural and urban.

Arvindgiri & Aparnath (2014) studied on Academic anxiety of secondary school students with relation to their gender and religion. The aim of the study was to find out the difference between religion and gender, regarding academic anxiety. The result showed that there was no significant difference between the Academic anxiety of Muslim boys & girls and Hindu girls & Muslim girls. There was more Academic anxiety in Hindu girls than Hindu boys and more Academic anxiety in Muslim boys than Hindu boys.

Vernosfaderni (2014) This research investigated the effectiveness of Life Skills training on enhancing the Self-esteem of 8-16 years-old students with hearing impairment in inclusive schools. They were randomly divided into an experimental and a control group (27 students in each group). The participants were assessed by Cooper smith Self-esteem Inventory (58-items version). The results showed that training Life skills to students with hearing impairment promote their self-esteem. In other words, Life skills training were effective for enhancing the self-esteem of hearing impaired students in inclusive schools.

OBJECTIVE OF THE STUDY:-

1. To study the Life Skills and Academic Anxiety of high school students.
2. To study the relationship between Life Skills and Academic Anxiety of high school students.
3. To compare the Academic Anxiety of Rural and Urban students of high s school.
4. To compare the Life Skills of Rural and Urban students of high s school.
5. To compare the Academic Anxiety of government and private students of high school.
6. To compare the Life-Skills of government and private students of high school.

HYPOTHESIS OF THE STUDY:-

1. There exists significant relationship between Life Skills and Academic Anxiety of high school students.
2. There exists significant difference between the Academic Anxiety of the Rural and Urban students of high school.
3. There exists significant difference between the Life Skills of the Rural and Urban students of high school.
4. There exists significant difference between the Academic Anxiety of the government and private students of high school.
5. There exists significant difference between the Life Skills of the government and private students of high school.

VARIABLES OF THE STUDY: –

Dependant variable – Life Skills.

Independent variable – Academic Anxiety.

Background variables – Rural, Urban, Government and Private Background of the high school Students.

RESEARCH METHODOLOGY: -

The present investigation aims to study the Academic Anxiety of high school students in relation to their Life Skills. In this way the present study aimed at finding out the relationship among two variables like Life Skills and Academic Anxiety.

SAMPLE AND SAMPLE SIZE:-

Descriptive Survey method has been used in the study. The Sample of the study consisted of 50 High school students selected randomly from 04 high schools of urban and rural area of Indore district. In terms of area, it consisted of 30 urban and 20 rural high school students.

STATISTICAL TOOL:-

In the present study, the investigator used the following tools:

Life Skill Scale – Developed by Dr. M.N.Vranda (2009)

Academic Anxiety scale –Dr. A.K. Singh & Dr. A.Sengupta (2012)

The data coded in excel using MS-Office package. The coded data was then analyzed using SPSS-V21. The data was analyzed using descriptive statistics. First all questions were subjected to frequently analysis and item total correlation to check whether the scale is measuring any variation or not. The statistical techniques used for the analysis were t test and Karl Pearson's product moment correlation (r).

ANALYSIS AND INTERPRETATION: -

Table No. 01

Correlation between Life Skills and Academic Anxiety of High School Students

Variables	Pearson's coefficient of correlation	Level of Significance
Life Skills and Academic Anxiety	-0.096*	SIGNIFICANT

***p<0.05**

Coefficient of correlation between Life Skills and Academic Anxiety is -0.096. 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 high school students. It can be interpreted from the table that the Life Skills is negatively and significantly related to Academic Anxiety in high school students.

Table No. 02**Significance of difference in Academic Anxiety of Rural and Urban High schools students**

Group	N	Mean	S.D.	“t” Value	“p” Value
Rural High schools students	20	11.36	1.88	0.2391	0.8121
Urban High schools students	30	11.22	2.12		

The t- is 0.2391 which is less than the tabular value of “t” at both levels of significance 0.05 and 0.01 This shows there is no significance difference between Rural and Urban students of High schools on Academic Anxiety. It depicts that Rural and Urban students of High schools are not different on their Academic Anxiety.

Table No. 03**Significance of difference in Life Skills of Rural and Urban High schools students**

Variables	Rural Students (N=30)		Urban Students (N=20)		“t” Value	“p” Value
	Mean	S.D.	Mean	S.D.		
Decision Making	17.83	2.29	17.48	2.07	0.5497	0.5851
Problem Solving	20.45	1.81	18.50	1.55	3.9461*	0.0003
Empathy	19.70	1.63	18.02	1.44	3.7364*	0.0005
Self-Awareness	21.10	2.02	18.06	1.66	5.5845*	0.0001
Communication Skill	20.02	1.55	19.80	1.42	0.5081	0.6137
Inter Personal Relationship	22.16	2.32	20.28	2.16	2.8842*	0.0059
Coping With Emotion	21.46	1.75	21.10	1.69	0.7223	0.4736
Coping With Stress	19.29	2.61	17.32	2.38	2.7065*	0.0094
Creative Thinking	21.30	1.80	21.51	1.69	0.4140	0.6807
Critical Thinking	21.04	2.34	18.70	2.19	3.5525*	0.0009
Total Life Skills	204.35	20.12	190.87	18.25	2.4068*	0.0200

*p<0.05

The t-value of six dimensions of Life Skills like Problem Solving, Empathy, Self-Awareness, Inter Personal Relationship, Coping with Stress and Critical Thinking, 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 Rural and Urban High school students.

Whereas t-value of four dimensions of Life Skills like Decision Making, Communication Skill, Coping with Emotion and Creative Thinking of Rural and Urban High schools students, 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 Rural and Urban High schools students. It can be interpreted from the table that the t-ratio of total Life Skills of Rural and Urban High schools students, which is more than the tabular value of t at 0.05 levels of significance. So it can be interpreted that there exists significant difference in the Life Skills of Rural and Urban High schools students.

Table No. 04

Significance of difference in Academic Anxiety of Government and Private High schools Students

Group	N	Mean	S.D.	“t” Value	“p” Value
Government High schools students	30	12.96	1.92	0.3864	0.7009
Private High schools students	20	13.18	2.05		

The obtained t-value of Academic Anxiety of government and private high school students which is less than the tabular value of “t” 0.05 and 0.01 levels of significance. This shows there is no significance difference between Government and Private High school students on Academic Anxiety.

It depicts that Private students of High schools have more Academic Anxiety than Government students of high School.

Table No. 05**Significance of difference in Life Skills of Government and Private High Schools Students**

Variables	Government schools Students(N=30)		Private schools Students(N=20)		“t” Value	“p” Value
	Mean	S.D.	Mean	S.D.		
Decision Making	18.56	2;12	18.33	2.18	0.3716	0.7118
Problem Solving	19.55	1.88	19.10	2.02	0.8049	0.4248
Empathy	16.85	1.75	16.30	1.42	1.1707	0.2475
Self-Awareness	18.64	2.36	18.41	2.15	0.3496	0.7282
Communication Skill	16.48	1.66	15.98	1.32	1.1288	0.2646
Inter Personal Relationship	22.38	2.67	22.46	2.06	0.1133	0.9103
Coping With Emotion	17.84	2.27	17.52	2.65	0.4566	0.6500
Coping With Stress	18.70	1.66	18.89	1.24	0.4365	0.6644
Creative Thinking	20.95	2.78	19.10	2.12	2.5237*	0.0150
Critical Thinking	16.88	2.64	14.20	1.77	3.9764*	0.0002
Total Life Skills	186.83	21.79	180.29	18.93	1.0942	0.2793

* $p < 0.05$

The t-value of two dimensions of Life Skills like Creative Thinking and Critical Thinking, which is more than the given table value at 0.05 level of significance. This means that there is significance difference in Creative Thinking and Critical Thinking of government and private high school students. Whereas t-value 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 government and private high school students, which is less than the given table value of "t" at both levels of significance 0.05 and 0.01. 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 government and s private high school students.

The obtained t-value which is less than the tabular value of "t" 0.05 and 0.01 levels of significance .This shows there is no significance difference between government and private students of high School on Life Skills.

FINDINGS:-

1. The study revealed that there was negative and significant relationship between Life Skills and Academic Anxiety of high school students.

Life Skills of high school students was negatively related to Academic Anxiety. The result also supported by Garg (2011) revealed that there was negative and significant relationship between life skills and academic anxiety of high students. As per result mentioned above, Academic Anxiety is a situation specific form of anxiety related to educational contexts. Students can perform better if their Academic Anxiety is

low. Everyone aims for a definite goal or excellence in one's performance in a specific field. So it is affected by extent of Academic Anxiety.

2. A significant difference was found in the Life Skills of rural and urban high schools students It has been found that maximum students have moderate level of Life Skills and academic anxiety. Students having better Life Skills were have less Academic Anxiety. Thus, there is a direct need of integrating life skills in the curriculum of schools. In order to transact the curriculum successfully, teachers must be trained continuously. Only professionally trained teachers can develop the life skills in the students properly. High level of life skills helps one in becoming good citizen and productive worker. It helps in reducing the antisocial activities and suicidal attempts. Life skills reduce the stress, help in controlling the emotions and making the informed decisions. Thus, life skills education is an important subject which must be taught in our educational institutions.

3. No significance difference was found in the Academic Anxiety of rural and urban high school students. Considering the findings of the study, it can be concluded that both rural and urban students have some extent of Academic Anxiety.

4. On the basis of statistical analysis it has been found that there was no significance difference was found in the Life Skills of government and private high school students.

Garg (2011) revealed in her studies that there was significance difference in life skills of government and private high school students. It may be due to lack of guidance provided from parents or school staff to government school students as compare to Private school students. Considering the findings of the study, it can be concluded that mean value of private students was more than that of government students. So, private students have better Life-Skills than government high school students.

5. On the basis of statistical analysis it has been found that there is no significance difference was found in the Academic Anxiety of government and private high school students. Mahato & Jangir, (2014) conducted a study on Academic Anxiety among Adolescents of Minicoy Island. They found that private school students have more academic anxiety than government high school students.

EDUCATIONAL IMPLICATIONS:-

As the study reveals that urban students have more academic anxiety than their counterparts of rural students. Results also depicts that Private students of high schools have more Academic Anxiety than Government students of high School. It is due to orthodox and biased approach from parents regarding social freedom and extra involvement in games and adventure of boys. Parents should provide more attention towards academic well beings of the boys.

Thus, there is a need of integrating life skills in the curriculum of schools as well as colleges and more emphasis should be given to the high school students. Research studies show that development of life skills in the students have increased their academic achievement, reduced the academic anxiety and developed their self-confidence. Life skills help in creating an environment of peace. High level of life skill helps in becoming good citizen and productive worker. It helps in reducing the antisocial activities and suicidal attempts. Life skills reduce the stress and Academic Anxiety, help in controlling the emotions and making the right decisions in life. Hence, the educators and planners have an important responsibility to give proper direction to education. The curriculum, teaching designs and classroom environment of schools should be such that it could inculcate the Life Skills and reducing the Academic Anxiety of high school students.

DELIMITATIONS OF THE STUDY:-

The present study has the following delimitations:

1. The sample of 50 students only.
2. The students studying in schools of Indore district only.
3. Government and Private Schools from rural and urban areas of Indore district only.
4. The students in grade 10th only.

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