

A correlational study of life skills and stress of secondary school students

Nitisha Rajeev Jha

Assistant Lecturer, Education, Nirmala Memorial Foundation College of Education, Mumbai, India

Email – neets_neeta@yahoo.com

Abstract: The present study aims to find out correlation of Life skills and Stress of secondary school students. The sample consists of 506 IX Standard students of English and Marathi medium aided and unaided secondary school located in Mumbai Suburban. Researcher- developed Life Skills tool for IX standard students (LSTSS) in English and Marathi Language and Standardized tool of stress Rating scale By S. Sathiyagirirajan (SRS) in English and Marathi Language. Results of the study reveal that the overall correlation between Life Skills and Stress of secondary school students is significant.

Key Words: Life skills, Stress, Secondary school students.

1. INTRODUCTION:

Education is undergoing a revolutionized change regarding science and technology, globalization, privatization, urbanization, industrialization etc. Such changes are unavoidable and adolescents are most affected by these changes. Moreover, these changes get involved with physical, psychological and social health of adolescents, resulting in exposure to high risk behaviours. To overcome such difficulties the adolescents need to acquire Life Skills. Indian youth represent a significant proportion of the worldwide population. The Stress faced by the adolescents in current situation is gigantic. Research studies show that various psychosocial factors and Life Skills deficits are the mediating factors resulting in behavioural, psychological and health related problems among adolescents. However stress, were found to be linked with delinquency, smoking, drug abuse, suicidal thoughts and health problems are the other common problems found. Hence there is an urgent need to provide a set of skills for today children and adolescents. The adolescents need to learn how to set goals, prioritize their needs and balance their lives. A life skill is a learned ability to do something well. So Life Skills are the abilities that individuals can develop to live a productive life.

2. NEED AND JUSTIFICATION OF THE STUDY:

The recent scenario of adolescent is revealed by increased stress, increased suicidal rates, increased drug use is the clear indication of the challenges the adolescents are facing. Information overload, mixed, messages from media, press, teachers, and family and from society at large add to the confusing scenario of the assimilating young mind. No doubt that they are at risk because they lack social support to seek accurate information and services. In order for one to be happy and well-adjusted to these changes life skills are must.

Life skills acquired by adolescent has a positive correlation with stress. Life skills are essential to handle stress, to take appropriate decisions, to communicate effectively, to manage our emotions and to gain professional development. Even though the students have an enlightened brain, it will not be beneficial to the society if they are unskilled with regard to social and individual life. Therefore it is important to test the life skill and stress of the secondary students. This information will help us to check the efficiency of our education system with respect to life skills development and dealing with stress .

3. TITLE OF THE PROBLEM:

“A correlational study of life skills and Stress of secondary school students”

4. OBJECTIVE OF THE STUDY:

To find out correlation between Life Skills and Stress among secondary school students.

5. HYPOTHESIS OF THE STUDY:

There is no correlation between Life Skills and Stress among secondary school students.

6. SCOPE OF THE STUDY:

The study will focus on correlational study of life skills, stress and adjustment of secondary school students. It was undertaken with a belief that a systematic and intensive research in this area will be a great help for understanding relation between life skills, stress and adjustment of secondary school students and also this concept would tend to sensitize school, teachers parents and society where not much attention is given to life skills, stress and adjustment of

secondary students. Hence with all its limitation the present investigation would be useful to gain some insight in to the relationship of the mentioned variables.

7. DE-LIMITATION OF THE STUDY:

- The study is limited to quantitative approach.
- The study is limited to secondary school of private aided and private unaided schools affiliated to SSC board situated in Mumbai Suburban.
- The study is limited to IXth standard English and Marathi medium students of secondary schools.

OPERATIONAL DEFINITION OF THE TERMS:

LIFE SKILLS:

It has been operationally defined as the extent to which it constitutes following types of skills.

a) Communication and interpersonal Skills

It has been operationally defined as the extent to which a student favours interpersonal communication, conflict management, empathy, co-operation and team work.

i. Interpersonal communication skills

It is the extent to which students are able to differentiate between hearing and listening and ensuring that message and transmitted accurately to avoid miscommunication and misinterpretation.

ii. Conflict Management

It is the extent to which students are able to identify and handle conflict in a sensible, fair, and efficient manner. It is the extent of using negotiation/refusal and assertiveness skills by students for handling the conflicts in the classroom set up.

iii. Empathy

It is the extent to which student are able to recognize and respond sympathetically to the feelings of others.

iv. Co-operation and Teamwork

It is the extent to which student are able to demonstrate effective and mutual relationships among the team members to achieve teams goals.

b) Cognitive Skills

It has been operationally defined as the extent to which a student favours decisions making skills, problem solving skills and critical thinking skills effectively to analyze the influences of their own values and the values of those around them.

i. Decision making skills

It is the extent to which students are able to act resulting in a sequence of action leading to achievement of goals.

ii. Problem solving skills

It is the extent to which students are able to overcome the difficulties that appear to interfere with the attainment of a goal.

iii. Critical thinking skills

It the extent to which the student are able to make purposeful and reflective judgment about what to believe or what to do in response to observations, experience, verbal or written expressions or arguments.

STRESS :

It is been operationally defined as the sum total of all acute stress, episodic stress and chronic stress.

a) Acute Stress:-

It refers to body's immediate reaction to a new challenge, event, or demand.

b) Episodic Stress:-

It refers to when acute stress happens frequently, it's episodic stress.

8. RESEARCH DESIGN AND METHODOLOGY:

'Descriptive survey 'method was used.

POPULATION:

The population in this study refers to IX standard English and Marathi medium private aided and unaided students of SSC board from Mumbai Suburban.

SAMPLE:

The researcher selected randomly 506 students of IXth standard from 10 English and Marathi medium secondary schools as final sample size for the present study. Out of total sample of 506, Girls were 237 and Boys were 269 and 300 were from English medium and 206 from Marathi medium. Similarly 175 from aided and 331 from Unaided schools.

SAMPLING TECHNIQUE:

In the present study Stratified random sampling is used.

TOOLS:

The instruments employed by the researcher for the present study were:

- 1) Researcher- developed Life Skills tool for IX standard students (LSTSS) in English and Marathi Language.
- 2) Standardized tool of stress Rating scale By S. Sathiyagirirajan (SRS) in English and Marathi Language.

PROCEDURE OF COLLECTION OF DATA:

In the present investigation the data has been collected from different regions of Mumbai Suburban. Therefore the researcher had a good time meeting IX Std. Students of different schools.

In order to collect the required data, Firstly the researcher sought permission of the principal, coordinators of the school and asked them to grant permission to collect data from the IX Std. students to conduct the investigation. After that the subjects (students) were approached and were explained the purpose of the present study. This way a good rapport was established with the student. Prior administering the tools the researcher clears out the instructions and gave necessary guidelines regarding the patterns of response to be made in each tool. When it was sure that they have understood the mode of recording their responses,

During the process of compilation, it was found that four of the respondents have filled the items incompletely, thus these four were rejected. And the rest i.e. 506 data were analyzed .

9. ANALYSIS OF THE DATA:

All the data of 506 students were send to Tata Institute of Social Science and with the help of SPSS software available at TISS, the task of analysis and interpretations of collected data has been completed.

TESTING OF HYPOTHESIS:

There is no correlation between Life Skills and Stress among secondary school students.

TABLE SHOWING CORRELATION BETWEEN LIFE SKILLS AND STRESS AMONG SECONDARY SCHOOL STUDENTS.

N=506

Variables	Pearson's co-efficient correlation 'r' value	Tabulated 'r' Value	Remark
Life Skills & Stress	0.210	0.104	Significant at 0.01 level

INTERPRETATION:

A Pearson's product moment correlation was calculated to find the correlation between Life Skills and Stress among secondary school students.

From the above Table, it can be observed that the Pearson's co-efficient correlation between life skills and stress among secondary student is 0.210. The result indicates that the r value 0.210 is greater than the table value 0.1049. In the light of this the hypothesis , 'There is no correlation between Life Skills and Stress among secondary school student is rejected. So there is correlation between life Skills and Stress among Secondary schools students.

MAJOR FINDING:

'There is no correlation between Life Skills and Stress among secondary school student is rejected'. So there is correlation between life Skills and Stress among Secondary schools students.

10. CONCLUSION AND DISCUSSION:

Study has gone through the length and breadth wise analysis of the topic “Correlational study of Life Skills, Stress and of secondary school students.”

CONCLUSION AND DISCUSSION PERTAINING TO THE CORRELATION BETWEEN LIFE SKILLS AND STRESS AMONG SECONDARY SCHOOL STUDENTS.)

The finding of the pertaining study indicated that there exists significant correlation 0.210 between overall Life Skills and Stress among secondary school students.

The students with high life skills have low stress and vice-versa.

REFERENCES:

1. Pillai, R.(2012): The importance of life skills education for children and adolescents. *Mindtheyoungminds*.
2. Puspakumara, J. (2011). *Effectiveness of life-skills training program in preventing common issues among adolescents: a community based quasi experimental study (ALST)*. Presentation, Dept. of Psychiatry Faculty of Medicine & Allied Sciences Rajarata University of Sri Lanka.
3. R M, A., CA, K., & CJ, C. (2001). Patterns of empowerment in individuals through the course of a life-skills programme in South Africa. *Ingentaconnect.com*.

Web References:

- <https://sites.google.com/site/mindtheyoungminds/souvenir-cum-scientific-update>.